

INSPECTION REPORT

Battle and Langton CE Primary School

Battle

LEA area: East Sussex

Unique reference number: 114489

Headteacher: Richard Dyer

Reporting inspector: Peter Payne
12155

Dates of inspection: 4 to 7 June 2001

Inspection number: 192538

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Market Road Battle East Sussex
Postcode:	TN33 OHQ
Telephone number:	01424 775987
Fax number:	01424 775988
Appropriate authority:	The governing body
Name of chair of governors:	Canon William Cummings
Date of previous inspection:	3 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12155	Peter Payne	Registered Inspector	Art Music Equal opportunities	What sort of school is it? How high are standards? - The school's results and achievements Leadership and management What should the school do to improve further?
19653	Elizabeth Dickson	Lay Inspector		How high are standards? - Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
13228	Marcia Foley	Team inspector	History Geography	
28183	John Tate	Team inspector	English English as an additional language Foundation Stage	
20132	John Plant	Team inspector	Mathematics Religious Education	
3579	Christopher Roome	Team inspector	Science Physical education	How well are pupils taught?
15629	Linda Shaw	Team inspector	Information and communications technology Design and technology Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Kent Curriculum Services Agency
Kroner House
Eurogate Business Park
Ashford
Kent
TN24 8XU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Battle and Langton is a two-form entry Church of England primary school serving the town of Battle and neighbouring communities. The majority of pupils are from white middle class backgrounds living in owner occupied housing, though the school serves a number of local authority housing estates. The school is much larger than other primary schools. There are 456 pupils aged 4 to 11 in 15 mixed ability classes. The attainment of children when they start their school careers indicates a full range of ability, including children with special needs and potentially high achievers. The school is popular and oversubscribed. The proportion of pupils eligible for free school meals (10.7 per cent) is broadly in line with the national average and the percentage of pupils speaking English as an additional language (0.4 per cent) is low. The number of pupils with special educational needs (19.1 per cent) is broadly in line with the national average and there are three pupils with statements of special educational need, which is below the national average. Since the last inspection, the school has grown from 380 to 456 pupils.

HOW GOOD THE SCHOOL IS

The school is very effective. It gives children a very good start to their education and helps pupils to achieve to the best of their ability. Pupils are enthusiastic about their school. They are keen to learn and most make good progress. The teaching is good with one in five lessons very good. There are good arrangements to support pupils and care for them. The school has a strong partnership with its parents and keeps them well informed. The leadership and management of the school are good and it is well governed. It gives satisfactory value for money.

What the school does well

- Attitudes of the pupils and their very good behaviour contribute to very good relationships throughout the school.
- Teaching and learning are consistently good.
- Moral and social development of the pupils are very good.
- Provision for pupils with special educational needs enables them to make good progress.
- The Foundation Stage – children enjoy a good start to their formal education.
- Opportunities for extra-curricular and out of school activities are very good.

What could be improved

- The way in which the curriculum is organised.
- The school's provision for its most able pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in 1997, it has made steady progress to remedy most of the issues that were raised in the report. Every subject has a policy and scheme of work. The National Curriculum programmes of study are delivered. The literacy and numeracy strategies are in place. Teachers' skills in design and information and communications technology have improved, although more work is still needed in some areas. The monitoring of the quality of teaching and learning is effective and the procedures for the assessment of pupils' progress, particularly in the core subjects, have been developed. The unsatisfactory teaching has been significantly reduced as the teachers' planning and subject knowledge have improved. Standards have improved in art, design and technology, information and communications technology and music, and the standard of reading has improved in both key stages. The skills acquired in English and mathematics are increasingly used in the other subjects of the curriculum.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	A	A	B	A	well above average A above average B Average C below average D well below average E
Mathematics	A	B	D	D	
Science	A	A	C	C	

When children start at school, they have the full range of ability. They make good progress and most achieve the national Early Learning Goals by the age of five. At the end of Key Stage 1 in 2000, pupils achieved standards that were in line with other schools in mathematics, above average in reading and well above average in writing. At the end of Key Stage 2 in 2000, standards were well above the national average in English, close to the national average in science, but below that national average in mathematics. Addressing the achievement of pupils at the end of Key Stage 2 has been a priority and inspection evidence in mathematics indicates an improvement in standards. Over the last five years, the performance of seven and eleven year olds has been consistently above the national trend, with the exception of a dip in mathematics in Key Stage 2 in 2000. Challenging targets have been set for eleven-year-olds in 2001. Standards in the other subjects are above expectation at the end of both key stages in art and music and as expected in history, geography, physical and religious education, and in Key Stage 1 in information and communications technology and design and technology. They are below expectation in both technology subjects in Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and enjoy taking part in all the activities that the school offers.
Behaviour, in and out of classrooms	Behaviour in classes and about the school is very good. Pupils understand the impact of their actions on others.
Personal development and relationships	The personal development of pupils is good. Relationships throughout the school are very good and a great strength of the school.
Attendance	Attendance is good. It is better than the national average and the amount of unauthorised absence is low.

TEACHING AND LEARNING

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

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

The quality of teaching is a strength of the school and has improved since the last inspection. Teachers provide interesting lessons and, because of the good teaching, learning is effective. Pupils of all ages are able to increase their knowledge and understanding and develop their skills. Good planning and teamwork between teachers and teaching assistants enable pupils with special educational needs to be included in all activities, learn well and make good progress. Where the teaching is very good, it is characterised by good planning, classroom management and subject knowledge. The quality of relationships between pupils and their teachers and with each other are very good and provide a positive learning environment in which achievement can flourish. Their behaviour in lessons very good. The teaching of literacy and numeracy is good. During the inspection, 82 lessons or sessions were graded for the quality of teaching. Of these, 78 (95 per cent) were satisfactory or better, 50 (61 per cent) were good or better and 17 (21 per cent) were very good. Four lessons (5 per cent) were unsatisfactory because of weaknesses in classroom management and the delivery of the subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in the Foundation Stage is very good and provides a wide range of experiences. In Key Stages 1 and 2 it is good. Work is varied, interesting and challenging. There is a very good range of extra-curricular activities
Provision for pupils with special educational needs	There is very good provision for pupils with SEN throughout the school. Their needs are identified early in their school career and they have access to the full curriculum with very good support from specialist teachers and teaching assistants.
Provision for pupils with English as an additional language	They learn well and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for personal development is good. It is a strength of the school. The principles of right and wrong are actively promoted and the pupils' moral and social development is very good. Provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The provision for ensuring the general well being of pupils is good. Pupils feel safe and secure because of the good levels of pastoral care. There are very good procedures for promoting good behaviour.

The school has good relationships with its parents and carers and maintains an effective partnership with them. They are very supportive of the school and comment on the high expectation of work and behaviour. Arrangements for sharing information are good although some parents would value more precise information about what is taught and about their children's progress. There is a genuine open-door policy and the school welcomes parents in to share information and to ensure that their children are happy and learning effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is supported by governors and staff who share a firm commitment to raising standards. There is good delegation of responsibilities.
How well the governors fulfil their responsibilities	The governing body is effective. The governors provide strong and committed support to the school.
The school's evaluation of its performance	The headteacher and core co-ordinators monitor the quality of teaching and learning effectively. The performance of pupils is evaluated and used to establish targets.
The strategic use of resources	Satisfactory. Decisions on spending are linked to educational priorities and the principles of best value are applied. The school makes the best use of its limited accommodation.

There are sufficient suitably qualified and experienced teachers to deliver the National Curriculum and religious education in the Foundation Stage and both key stages. The very effective team of teaching assistants plays an important part in ensuring the good quality of learning and behaviour. The accommodation is unsatisfactory to cater for the increased number of pupils in school. The school hall is too small to accommodate all of the pupils and is barely large enough for a full class of older junior pupils to undertake physical education safely. Some of the classrooms are small and, where there are large classes in Key Stage 2, conditions are cramped. This restricts the delivery of subjects such as science and design and technology. Outdoor play areas and sports facilities are good. Resources for teaching are satisfactory in most subjects. They are unsatisfactory in geography and some aspects of art and history. Financial management is good. Good use is made of ICT to monitor the performance of the budget. The governors have a policy of achieving best value in their transactions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress • The teaching is good • They feel comfortable about approaching the school with questions and problems • The expectation of hard work and achievement • The school is helping their children to become mature and responsible 	<ul style="list-style-type: none"> • The amount of homework • The range of extra-curricular activities and opportunities • The way in which the school works with parents • The management of the school and its admissions policy

The inspectors endorse the positive comments made by parents. They found that appropriate homework is usually set and found no evidence that the school fails to work in partnership with parents. The range of extra-curricular opportunities were judged to be very good. The inspectors appreciate the parents' and governors' concern at the continual increase in the number of pupils on the school roll and the pressure that this puts on the accommodation and facilities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The levels of attainment of the children upon entry to the foundation stage are consistent with the full range of ability, including children with learning difficulties and potentially high attainers. Children make good progress in the reception classes and, by the age of five, most children have achieved the national Early Learning Goals in all areas of learning and are ready to begin the National Curriculum. Because of their positive attitudes and the commitment and expectation of their teachers and teaching assistants, most children work at or near to their capacity.
2. At the end of Key Stage 1 in the 2000 SATs tests, the percentage of seven-year-old pupils achieving the expected level in reading was above the national average, in writing it was well above the national average and in mathematics it was in line with the national average for all schools. The pattern was the same when compared to the performance of similar schools. The percentage of pupils achieving the higher than expected standards was close to the national average in reading and mathematics, but below the national average in writing. Performance in science was above the national average. Over the last five years, the performance of seven-year-olds has consistently exceeded the national trend, with the exception of a dip in mathematics in 2000. The relative performance of boys and girls over this period shows no significant difference.
3. At the end of Key Stage 2 in 2000, results for eleven-year-olds were above the national average in English, close to the national average in science and below the national average in mathematics. When compared to the performance of similar schools, standards were well above average for English, average for science and below average for mathematics. The performance of pupils reaching the higher than expected standards was above the national average in English, close to the average in mathematics, but below the national average in science. Over the last five years, the overall performance of eleven-year-olds has been consistently above the national trend, although in 2000 the performance in mathematics fell below the national average for the first time. The relative performance of boys and girls over this period shows no significant difference.
4. The school has set challenging targets for eleven year olds in 2001. These were carefully established and reflect the performance of the year group through the school, including the proportion of pupils with special needs. Inspection evidence suggests that they will be achieved.
5. Pupils with special educational needs make satisfactory progress in learning and achieve standards that are at least in line with their individual abilities in both key stages. Although attainment is often below that expected from pupils of a similar age, the majority of pupils meet the targets set in their individual education plans. Pupils with statements of educational need meet the targets established in their annual reviews. Pupils with English as an additional language receive appropriate support. However, the most able pupils are not always sufficiently challenged.
6. In the other subjects of the National Curriculum, standards are above expectations at the end of both key stages in art and music. They are as expected in both key stages in geography, history, physical education and religious education and in Key Stage 1 in information and communications technology (ICT) and design and technology. They are below expectation in ICT and design and technology in Key Stage 2.

Although standards in ICT have improved, some pupils have developed skills that are well above the national expectation and recent investments in new equipment and training mean that the school is well placed to improve standards still further.

7. The impact of the literacy hour on the development of basic skills is evident across the curriculum and both key stages. There are impressive examples of speaking and listening skills used to promote and extend thinking and to clarify the pupils' understanding of their work. Good quality discussion takes place, particularly in science, history, geography, religious and personal and social education, where the thoughts and ideas of the pupils are developed and valued. Pupils use their numeracy skills in the production of graphs in science and geography. They use nets in design and technology and computers for data handling. As the facilities have been extended, pupils have been able to make increasing use of ICT to support their learning and the Internet and CD ROMs to find information for a growing range of subjects.

Pupils' attitudes, values and personal development

8. Pupils' positive attitudes to learning, their behaviour and the supportive relationships that they build with one another are very strong features of the school. They are keen to attend school and enjoy taking part in all the activities the school offers.
9. In two thirds of the lessons seen pupils' responses were good or very good. Most pupils show a high level of interest in their work, concentrate well and carry out tasks sensibly. Throughout the school pupils readily participate in all types of work, in individual, group and whole class activities. They know what is expected of them, respond well to any challenges set for them and share ideas and knowledge. For example, in a Year 6 science lesson, pupils worked enthusiastically in pairs on a word search covering reversible and irreversible changes, proposing their ideas confidently and in a Year 3 information and communications technology lesson, pupils worked well together, helping each other to run a simulation. In lessons pupils are well motivated, keen to learn and eager to ask and answer questions. When given the opportunity, they offer opinions and are not afraid to express their views publicly. In a Year 5 personal and social education lesson, pupils discussed the nature and importance of friendship and the differing influences of friends and family. They gave their views willingly, confident in the knowledge that they would be respected and would not be ridiculed.
10. Behaviour in lessons and about the school is very good. Pupils respond well to guidance from their teachers and work safely. They understand and follow orderly classroom routines. In a very small number of lessons observed during the inspection, it was necessary for teachers to manage the poor behaviour of a pupil to prevent it from disrupting the learning of others. This was done firmly and effectively. When moving around the school and in the playground, pupils' behaviour is very good, despite the often cramped conditions in some areas of the school buildings. The strategy that the school has developed for its management of behaviour in and out of lessons has had a very positive impact on the quality of learning. There has only been one fixed-term exclusion over the past year, which is much lower than the national average. During the inspection there was no evidence of bullying or sexism. Pupils have a good understanding of the impact of their actions on others. They are courteous and polite to adults and to each other.

11. Relationships between all members of the school community are very good. Pupils work well together and with their teachers and teaching assistants. At lunchtime they socialise and play harmoniously and in lessons they enjoy and appreciate their own success and the success of others. They value the wide range of extra-curricular activities offered and take part in these enthusiastically. They show respect for property, as seen in the care that they take when using school equipment and the pride they have in the school environment.
12. The pupils' rate of attendance for the last academic year, 95 per cent, is good and higher than the national average. Unauthorised absence has improved since the last inspection and is much lower than the national average. This has a positive effect on pupils' attainment. Pupils arrive on time and the school day begins punctually.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching is good and has improved since the last inspection. This good quality teaching has a significant impact upon the good learning throughout the school. Sixty per cent of teaching observed during the inspection was good or very good, a further 35 per cent of teaching was satisfactory and five per cent was unsatisfactory. Good teaching is evident throughout the school, but is the norm in Key Stage 1. Teaching is good in English, mathematics, science, information and communications technology, music, physical education and religious education. It is sound in design and technology and geography.
14. Children under five are taught well and this helps them to make a good start at school. They are well supported in the classroom by the teachers and teaching assistants who are sensitive to the needs of the pupils. The Foundation Stage staff work hard to create an atmosphere that is supportive, safe and promotes learning.
15. In Key Stage 1 the quality of teaching is consistently good. It is grounded on very good classroom management, good control of pupils and the development of a relationship, based on mutual respect, that supports learning. The curriculum is well planned and there is evidence of close co-operation between teachers in the delivery of the curriculum. Teaching assistants are well integrated into the teaching and learning programmes. The quality of learning is good because of the pupils' attitudes to their work, the good match of tasks to the wide range of ability to be found in all classes and the way in which they are presented to pupils with verve and enthusiasm.
16. In Key Stage 2 the quality of teaching is more variable, but in over half of all lessons it is good. Teachers throughout the key stage plan their work conscientiously and co-operatively and make use of a range of teaching strategies. For example, they establish the objectives of the lesson, explain concepts clearly, demonstrate processes effectively and make effective use of questions to further pupils' learning. Pupils are well managed and relationships within the classrooms are good. The work of the teaching assistants is a strong feature of the good teaching in the school. They are well integrated into the planning and delivery of the curriculum, have good relationships with the pupils and make a real and beneficial impact upon pupils' learning. Pupils learn well because of the structured approach and the very impressive use of questions and reflection to develop their understanding.
17. In the small minority of lessons where teaching was unsatisfactory, it was due to weaknesses in classroom management and the delivery of the subject. This led to a lack of engagement in the lesson by pupils which resulted in unsatisfactory

behaviour, characterised by the domination of class discussions by those who could assert themselves most conspicuously, poor use of time and too little learning taking place in the lesson.

18. Literacy is taught consistently well. Lessons are well planned and texts are chosen that often engage pupils' attention and interest. For example, a Year 4 lesson on an American story was sensitively read by the teacher and was then explored by the class through the skilful use of questions that created a real sense of engagement with the text and its underlying ideas. Because the pupils are closely involved, they identify with the themes and undertake their tasks with confidence. This is an improvement since the last inspection when too much work in English was repetitious and uninteresting. Teachers have a good knowledge of the National Literacy Strategy and are adept at teaching appropriate reading and writing skills.
19. The teaching of numeracy is good. Lessons are well planned and based firmly on the principles of the National Numeracy Strategy. Good teaching is exemplified by lessons that are thoroughly and imaginatively planned to provide pupils with a variety of challenging and interesting tasks. For example, during a mathematics lesson in Key Stage 2, pupils thoroughly enjoyed a "numbers on the head" game that promoted agile thinking, rapid and accurate calculation and knowledge of the properties of numbers to 100. The use of short sessions of calculation under pressure has developed their confidence and the accuracy of their calculation.
20. Throughout the school teaching is characterised by good and effective classroom management. Class sizes, especially in Key Stage 2, are large and some of the classrooms are small. Within these constraints, teachers are particularly adept at maintaining good relationships and promoting co-operative work between pupils. Pupils are provided an opportunity to work on joint tasks and these are often assisted by skilful intervention by the teaching assistants. Teachers are skilled at explaining to pupils how they are doing and exploring with them what could be done to improve a piece of work. Because of this, pupils are able to undertake their tasks with confidence. Pupils' behaviour is very good.
21. Teachers take the range of pupil ability and their earlier achievements into account both in planning and in the tasks presented to pupils. Lessons are often characterised by interesting tasks that engage pupils' interest. They are usually conducted at a brisk pace. Teachers' expectations of both behaviour and attainment are appropriate. They are good in the Foundation Stage and at Key Stage 1, and satisfactory in Key Stage 2. Homework is used well to reinforce and practise skills. In Key Stage 2, expectations of the most able pupils could be raised still higher so that their standards of attainment and the quality of their learning could be improved.
22. Teachers' subject knowledge is good in the Foundation Stage and Key Stage 1 and sound in Key Stage 2. The weaknesses observed in the previous inspection related to subject knowledge, with the exception of some elements of design and technology and inappropriate role modelling, have been successfully addressed. Teachers' use of information and communications technology tools has improved since the last inspection and is still developing.
23. The use of resources to support learning is good throughout the school. In general, time is well used, but the long lunch hour has an adverse impact upon the quality of learning in the afternoon. This is particularly true of the children in the Foundation Stage and in Key Stage 1. Discussions with teaching staff confirmed the judgement

that a judicious re-arrangement of the school day could have a beneficial impact upon learning.

24. Pupils with special educational needs are taught well. They achieve well and make progress in their learning because teachers have a good understanding of their various needs and carefully match tasks and expectations to their attainment levels. Class teachers are well supported in the diagnosis and planning for pupils with special needs by the school's team of knowledgeable special needs teachers. Teaching assistants are well informed about pupils' special educational needs and work closely with class teachers to help pupils achieve their targets. This effective and regular contribution to the support of identified pupils makes a significant impact upon their learning and achievement.

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

25. The curriculum in the Foundation Stage is very good and provides a wide range of learning experiences. In Key Stages 1 and 2 it is good and provides a wide range of relevant opportunities for children to learn. It meets the requirements of the National Curriculum and Agreed Syllabus for religious education. There is a programme of personal, social and health education that includes opportunities for pupils to learn about the misuse of drugs and sex education. Whilst all subjects have an agreed allocation of time, some of the foundation subjects disappear from the curriculum for parts of the year, which inhibits the progressive development of subject-specific skills and knowledge in these areas. A notable feature of the formal and informal curriculum is its inclusivity. The school ensures that all pupils have access to all activities, organising appropriate adult help and support where necessary.
26. Curriculum planning is good and has improved since the last inspection. Schemes of work for all subjects guide teachers in their termly planning and provide a framework to deliver the requirements of all subjects. These schemes have been adapted to make use of local interests and resources. Local sites such as Battle Abbey and Hever Castle are used as a resource for visits and the use of local historians in school make learning real. There are good opportunities for children to engage in simulation and role-play in history for the Victorian day in Year 6 and the Tudors in Years 3 and 4. Peripatetic music teachers provide specialised tuition in a wide range of instruments to extend opportunities for pupils.
27. Links between subjects are developed in the schemes of work and provide opportunities to apply learning in different contexts. In design and technology, pupils use their knowledge of circuits in science to evaluate how different types of lights work in preparation for designing their own. Enquiry in geography and history is developing and gives pupils opportunities to sharpen their literacy skills in putting the case for a particular viewpoint. The links worked less well in an ICT lesson where simulations were explored because the children did not fully understand the geographical weather data on which the exercise was based.
28. Subject co-ordinators have a good overview and plan for developing their subjects. Literacy, numeracy and art in particular have shown improvement since the last inspection. Investigative work is now well established in science and pupils are able to devise their own experiments with confidence by the end of Key Stage 2. In mathematics, pupils can use investigation and problem solving to apply their developing numeracy skills. This develops independence in thinking and learning

and allows them to take responsibility for their own learning. Co-ordinators have been able to support teachers and this has led to improvements in subjects such as design and technology. In information and communications technology, progress has been slower due to the absence of a co-ordinator to improve subject knowledge and ensure more consistent teaching at Key Stage 2.

29. The curriculum for pupils with special educational needs is very good throughout the school. Their needs are identified early and the special needs co-ordinator works with teachers to develop effective programmes of work which are monitored regularly. Targets are shared fully with teaching assistants who play an effective role in supporting pupils in most subjects. Grouping is used to match learning to need in numeracy and literacy and to give support by pairing more able and less able readers. There is a good balance between individual and small group work on specific difficulties and classroom support to maintain the full range of curriculum opportunities. Gifted and talented pupils are not as well catered for as those with special educational needs. There is scope for extension within many subjects, but the lack of planned activities for this group means that they are not systematically challenged.
30. The literacy and numeracy strategies are well developed and basic skills are well taught and developed throughout the school. Teachers use appropriate vocabulary and this is highlighted in classrooms so that pupils are informed of the focus for each week. Some good examples were seen of use of basic skills in other subjects. For example, careful measurements were used when children made musical instruments or wallets and purses in design and technology. Pupils used correct terminology when finding information from a CD ROM encyclopaedia and refined questions to search on the Internet in geography.
31. The overall provision for pupils' spiritual, moral, social and cultural development is good. There are particular strengths in moral and social development. Provision for pupils' spiritual development is satisfactory. Assemblies follow a range of themes and provide opportunities for quiet reflection to which pupils respond positively. They are quiet and attentive in assemblies and enter and leave the hall in a quiet, controlled way. They join in singing enthusiastically. Because the hall is not big enough to accommodate all pupils, assemblies are not occasions where the whole school community gathers together. Opportunities for reflection and development of self-awareness are provided within some lessons. Through personal and social education, for example, pupils are encouraged to explore their own feelings and to develop their own values. Within religious education lessons there are opportunities for them to reflect upon the beliefs and values of others. During the inspection, pupils visited the local Baptist church and reflected on the meaning of baptism. Overall, however, there is no consistency in the development of the pupils' spiritual dimension throughout the school and across the curriculum, and this aspect is largely left to the individual teacher.
32. Provision for pupils' moral development is very good and is effectively promoted through a range of formal and informal procedures. From the time they start in the Reception class, pupils develop a good sense of fairness and an awareness of right and wrong. They are clear about school and classroom rules, and teachers use these rules effectively and consistently to reinforce good behaviour. Staff treat pupils with respect and have clear expectations for their sensible behaviour. Good work and behaviour are reinforced through encouragement and praise and through the awarding of team points and other incentives. There are good opportunities for pupils

to develop and express moral values, for example in geography lessons when they discuss the ethical aspects of caring for and protecting the environment.

33. Social development is promoted very effectively. The school has developed a secure and friendly environment in which staff value and respect each pupil. There are well established routines in classes and in lessons. Pupils are expected to share, take turns and listen to each other. Pupils often work in pairs and groups in the classroom and are encouraged to work and play well together. Older pupils take on responsibilities willingly, for example, by helping in the hall and on the infant playground at lunchtimes. Year 6 pupils are offered the opportunity to develop independence and initiative through a residential visit to Osmington Bay. Pupils are made aware of their wider responsibilities through the school's involvement in fundraising for charities including buying guide dogs and buggies for disabled children, and sending gifts to Kosovo. The very good range of extra-curricular activities provides good opportunities for pupils to relate to each other and adults in an informal setting.
34. Cultural development is satisfactory. The school develops pupils' appreciation of the arts through receiving visits from travelling groups such as the Shakespeare Theatre Company and a Tudor dancing troupe. Pupils' own culture is explored effectively through local visits to places of interest ranging from the church and the castle to the shops and the supermarket. As they mature, they are able to understand and appreciate the culturally diverse society in which they live.
35. Different faiths are encountered within religious education lessons and, in their topic on 'special buildings', Key Stage 1 pupils looked at the similarities and differences between the church and synagogue. Work on display shows that pupils have looked at life in other countries, for example in India and Africa, and in their music lessons they have experienced songs and music from around the world. The school is currently establishing links with other schools in Tanzania and Boston through the Internet.
36. There are many well attended clubs which extend pupils' interests and reinforce positive attitudes to school. Some provide extra opportunities for sport whilst others, such as stamp collecting and country dancing, allow pupils to experience new activities and work with children from different classes. Clubs give pupils a chance to continue to learn in a less formal setting.
37. The school benefits from the valuable links with the local community. Pupils take part in local events such as the Battle Pancake Race and Mediaeval Fair. Visitors to the school include the community policeman, fire officers, a local dentist and a potter. There are good relationships with the nearby playgroup and the local secondary school to which most of the pupils transfer. The school receives students from two initial teacher training colleges and from colleges teaching vocational courses. A teacher is designated as the link with the colleges and mentor to the students.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides good care for its pupils. There is a supportive and caring ethos in the school and teachers and other staff know pupils well and treat them with respect. This is reflected in pupils' very good behaviour and the very good relationships between staff and pupils.

39. The school has developed a very effective policy for encouraging good behaviour and staff ensure that it is implemented consistently. There are clear procedures for dealing with poor behaviour and parents are involved where necessary. The consistent application of the policy over the period since the last inspection has resulted in an improvement in the overall behaviour in the school. Pupils know that bullying, sexism and racism are unacceptable and the behaviour policy incorporates a section on procedures to deal with bullying.
40. The school monitors attendance carefully and the education welfare officer is appropriately involved in cases where a pupil's attendance causes concern. The school has initiated a 'tell us by ten' system where parents are asked to notify the school on the first day of their child's absence. Should the parent fail to call in by ten o'clock, the school secretary telephones the parent concerned to establish the reason for the absence. This system works well and has resulted in a reduction in the rate of unauthorised absence.
41. The procedures for monitoring pupils' personal development are satisfactory. The school keeps records of pupils' achievements both in and out of school and acknowledges their successes through awards presented in assemblies. The school has an effective programme of personal, social and health education, including circle time, which ensures pupils know how to keep themselves safe and healthy. Governors carry out regular visits the school to check on health and safety matters and any issues of concern are reported promptly to the local education authority. A child protection policy is securely in place. The headteacher is the designated person for such issues. He ensures that all staff, including those recently appointed to the school, are briefed and updated on the procedures. Supervision of pupils at all times of the day is very effective. The arrangements for first aid are well established and timed fire drills take place regularly.
42. The school has an effective system for assessing pupils' levels of attainment as they move through the school. In lessons, the quality of day-to-day assessment is good and is closely linked to detailed and effective lesson planning. Teachers in the same year plan together and this supports their assessment procedures in promoting greater consistency. Teachers use assessment well to inform lesson planning. There is good use of questioning in many lessons and this helps teachers to form an accurate view of the extent of pupils' learning. There is some variation in the quality of marking. It is often thorough and detailed. As a result, the teachers are well informed about their pupils' achievements and are able to measure and judge their progress across the different subjects. Sometimes the marking fails to indicate to the pupils what they need to do to improve. There is some useful self-evaluation of work, for example in design and technology.
43. Teachers maintain detailed and accurate records of their pupils' individual achievements measured against expected learning outcomes. In numeracy and literacy, pupils' progress is carefully monitored through regular assessment linked to key learning objectives and National Curriculum level descriptions. Assessment in the foundation subjects is supported by work in subject portfolios. Baseline testing is established in the Foundation Stage and is used by the teachers to inform their planning. Pupils' strengths and weaknesses are identified and learning activities are planned accordingly. Detailed records are kept throughout the Foundation Stage and Key Stage 1, including records of achievement, which contain samples of pupils' work. The assessment procedures ensure that most pupils are set appropriate work. There are effective systems in place for assessing and monitoring the work of pupils

with special educational needs in accordance with the school's SEN policy and the guidance of the Code of Practice.

44. At Key Stage 2, pupils' progress in the core subjects is tracked using the optional tests for Years 3, 4 and 5. The data produced is analysed in depth to help set targets and to identify pupils who are not progressing as well as expected. This is a positive development and has effectively alerted teachers to under-performing pupils. Data analysis has also been used to compare the performance of girls and boys, resulting in action to improve the performance of boys. However, the performance of higher attaining pupils is often not high enough. The school analyses examination data to help set targets, but has not used the data to establish a benchmark for success for the more able pupils. The tracking of pupils is useful, but is mainly focused on the core subjects. It has not yet led to the setting of individual or group targets in terms of achieving particular National Curriculum levels. The school has published 'bands' of expected achievement for each year group, but these are not well matched to the standards being achieved. As a result, the school fails to meet some of its pupil performance targets.
45. In reporting to parents, teachers demonstrate a good knowledge of their pupils. They provide parents with clear descriptions of what their children do and can do with a clear indication on how well they are achieving. The reports provide advice on how the pupils can improve their work.
46. The school's assessment co-ordinator has introduced an assessment folder that details achievements in the core subjects of English, mathematics, science and ICT. This document will be used to pass on detailed assessments on individual pupils from one teacher to the next. Overall, procedures for monitoring pupils' attainment and progress are good. Assessment data is currently being computerised. However, better use needs to be made of the assessment data to ensure that pupils of all abilities, and particularly the higher attaining pupils, are set consistently challenging targets. The school has made satisfactory progress in developing assessment since the previous inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Since the last inspection the school has continued to cultivate a positive partnership with parents to support pupils' learning. Most parents value the open door policy and the ease with which they are able to see the headteacher or class teachers, and feel comfortable about approaching the school with questions or a problem. They have confidence that they will receive a positive response to any suggestions and that their concerns will be followed up and resolved promptly. The majority of those responding to the questionnaire and who attended the pre-inspection meeting say that their child likes school and that the school expects their child to work hard and achieve his or her best. They feel that the teaching is good and that behaviour at the school has improved since the last inspection. A minority does not feel that the school works closely enough with parents and expressed concern about the amount of homework set and the quality of information they receive about their child's progress. The inspectors endorse the positive comments made by parents. They found that appropriate homework is usually set and found no evidence that the school fails to work in partnership with parents.
48. The quality of the written information provided for parents is good. The attractively presented weekly newsletters keep parents up to date and well informed about

school matters. The prospectus and governors' annual report to parents set out relevant information about the activities and successes of the school, as well as providing helpful guidance on school procedures. Annual reports on pupils' progress have improved since the last inspection. They now give a clear picture of individual pupils' progress and achievement over the academic year, with helpful targets for improvement. The homework diary is a useful tool for day-to-day communication with parents, particularly throughout Key Stage 1. There are formal and informal occasions when parents can speak to teachers about their children's work. Teachers come onto the school playground each morning to meet pupils and this provides a good opportunity for parents to exchange information or raise any pressing concerns. Termly consultation meetings are arranged where parents have the opportunity to discuss their children's progress with class teachers. These meetings are generally well attended and, where necessary, teachers follow up those who do not attend. The parents of pupils with special educational needs are kept well informed and involved in their children's reviews.

49. Parents' involvement in the work of the school continues to be good. Several parents regularly assist teachers in classes, although many parents are unable to offer support due to working commitments. There is an active and effective parent teacher association, the Battle and Langton School Association, which supports the school in many ways. It hosts the popular annual craft fair and organises other school events and activities. Money raised recently has been used to improve one of the playgrounds and to provide resources for the computer room and library. The association serves as an important channel for the school to communicate with and consult parents. Most parents help their children to learn at home and make a good contribution towards their education by listening to them read and ensuring that their homework is completed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. Leadership and management of the school are good. The headteacher and senior management provide purposeful leadership that has contributed to the success of the school. The head is supported by the staff and governors who share a firm commitment to the development of the school and to the raising of standards. There is a clear sense of direction and purpose.
51. The school's aims and values are published and widely distributed. The high quality of relationships at all levels about the school demonstrates the commitment of pupils and adults to live up to them. The fostering of these positive personal relationships is one of the significant features of this Church of England school, as are the explicit commitment to equality of opportunity and the development of strong links with the community.
52. The headteacher and the core subject co-ordinators monitor the quality of teaching in classrooms by observing and evaluating lessons and the work of pupils. Outside agencies are also brought in to validate the quality of work in the classrooms. This is a significant development since the last inspection. The new performance management policy has been ratified by the governors and implemented. The school evaluates the performance data produced by national tests and its own internal testing. This information is used to establish realistic performance targets at the end of the key stage.

53. The day-to-day management of the school is good. All staff have current job descriptions which establish their roles and the school's expectations of them. There is good delegation to the co-ordinators, enabling them to manage their own areas of operation. Limited non-contact time is achieved so that the core subject co-ordinators can develop and monitor standards in their subjects, although this has not been possible in most of the foundation subjects. Training is effectively linked to the needs both of the school and of the individual teachers.
54. The governing body is effective and fulfils its statutory duties. Governors play an active part in school life and provide strong and highly committed support. The committee structure is logical and well organised with clear terms of reference. The governors have a clear vision for the development of the school and an understanding of the school's current needs. Governors receive good quality information about the school's performance.
55. Educational priorities are established by staff and governors in the development plan and supported by prudent use of funds. There is a well-established process for constructing the plan.
56. The school is adequately staffed and there is a satisfactory match of qualifications and experience so that the school can deliver the curriculum. There are effective induction processes in place to support teachers and teaching assistants who are new to the school. The teaching assistants play an important part in ensuring the quality of learning and good behaviour.
57. With the exception of the school hall, the quality and extent of the accommodation are satisfactory, although some classrooms are small and, where there are large classes, particularly towards the end of Key Stage 2, conditions are cramped. The hall is inadequate to cater for the increased number of pupils and it is physically impossible to accommodate all of the pupils at one time. The whole school is unable to come together for an act of worship in their Church of England school. The outdoor play areas and sports facilities are good. Resources for teaching are satisfactory in most subjects and are readily accessible. The quality of the learning environment and the school surroundings owes much to the standards achieved by the caretaking staff and to the pride in their school shown by the pupils and adults.
58. The financial management of the school is good. Effective procedures ensure good financial control. A recent LEA financial audit confirmed sound practice and the advice of the auditors has been implemented. The headteacher and governors are provided with good quality financial information through analysis of the regular monitoring statements, suitably annotated by the finance officer. Very good use is made of new technologies to track and monitor the budget and for other administrative purposes. When it is necessary, firm action is taken to avoid overspending. The governors have a policy of achieving best value in their transactions although there are no systematic procedures to evaluate and confirm the impact of spending decisions on the standards of achievement and the quality of education.
59. The school has attracted additional funding and specific grants. Additional funds and grants are wholly applied to their designated purposes and usually supplemented from the school's budget. The members of the administrative staff are effective, enabling the day-to-day procedures of the school to operate smoothly, thus allowing

the headteacher and staff to focus upon teaching and learning. The school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. Now that the National Curriculum and the literacy and numeracy strategies have been successfully introduced and are well established, in order to raise standards further the governors, headteacher and staff should:

- (1) Review the organisation, management and delivery of the subjects of the National Curriculum and religious education to meet the needs of all pupils, by:
 - reviewing the length and structure of the school day, particularly for the children in the Foundation Stage (paragraphs 23 and 62);
 - reviewing the total time which is allocated to each subject (paragraph 25);
 - ensuring that the length of lessons is appropriate to the subject and the needs of the pupils in each key stage (paragraphs 62, 98, 124 and 128);
 - planning to deploy use of the core skills of literacy, numeracy and ICT in the other subjects (paragraphs 30, 93, 109, 122 and 127);
 - continuing the improvement of standards in design and technology and information and communications technology in Key Stage 2 (paragraphs 6, 22, 113, 116, 129 and 133);
 - further developing the role of the subject co-ordinators to monitor the delivery of their subject (paragraphs 28, 109, 112 and 123);
 - ensuring consistency of teaching across the parallel classes (paragraphs 119 and 131).
- (2) Raise the standards of achievement of the most able pupils by:
 - developing systems to identify potentially higher attaining pupils (paragraphs 44 and 46);
 - raising teachers' expectations of what these pupils can achieve (paragraphs 21, 82, 88 and 91);
 - identifying opportunities in lesson planning to extend them by providing more challenging tasks (paragraphs 5, 82, 91, 94, 105, 126 and 132).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	40	34	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	456
Number of full-time pupils known to be eligible for free school meals	49

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	87

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	54
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.2

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	43	76

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	30	31
	Girls	40	42	41
	Total	70	72	72
Percentage of pupils at NC level 2 or above	School	92 (89)	95 (94)	95 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	29	31
	Girls	40	39	41
	Total	69	68	72
Percentage of pupils at NC level 2 or above	School	91 (91)	89 (88)	95 (91)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	37	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	21	30
	Girls	33	22	34
	Total	57	43	64
Percentage of pupils at NC level 4 or above	School	81 (87)	61 (77)	91 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	29
	Girls	34	27	34
	Total	56	50	63
Percentage of pupils at NC level 4 or above	School	80 (87)	71 (83)	90 (92)
	National	70 (68)	72 (69)	79 (75)

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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	403
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.7
Number of pupils per qualified teacher	25.8
Average class size	30.4

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	376

Financial information

Financial year	2000–01
----------------	---------

	£
Total income	785,272
Total expenditure	774,758
Expenditure per pupil	1,645
Balance brought forward from previous year	10,032
Balance carried forward to next year	20,546

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	456
Number of questionnaires returned	157

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	4	1	0
My child is making good progress in school.	35	59	5	0	1
Behaviour in the school is good.	29	50	14	1	6
My child gets the right amount of work to do at home.	21	50	20	7	2
The teaching is good.	40	55	2	0	3
I am kept well informed about how my child is getting on.	31	55	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	58	36	6	0	0
The school expects my child to work hard and achieve his or her best.	39	55	3	0	3
The school works closely with parents.	23	56	18	1	2
The school is well led and managed.	22	51	18	3	6
The school is helping my child become mature and responsible.	29	65	4	0	2
The school provides an interesting range of activities outside lessons.	26	45	18	3	8

The inspectors endorse the positive comments made by parents. They found that management was good, that appropriate homework is usually set and there is no evidence that the school fails to work in partnership with parents. The range of extra-curricular opportunities which the school offers is very good.

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

61. In the previous report, standards for the under fives were judged to be good. This has been maintained. The systems and procedures in place are well established and the quality of teaching, which is never less than satisfactory and often good, is having a positive impact on children's learning.
62. Under the East Sussex guidelines, children are admitted to full time education at the beginning of the term in which they become five. Initially, therefore, the school caters for a large number of children who are receiving part-time education. There are particular implications in this for children born in the summer. The length of the school day also gives rise for concern. The lunch break is too long for children of this age and the afternoon session, which includes a further break, extends beyond what is considered reasonable for children under five. The teachers are accustomed to making the best of the situation, but it is not satisfactory, either for them or the children.
63. Most of the children have already attended one of the local nursery schools. These are visited by the teacher before entry and the children make return visits to the school. Good liaison exists between the nursery schools, the parents and the school.
64. Initial baseline testing, which is administered shortly after the children start school, confirms that standards are generally in line with national expectations. A significant percentage of children begin the year with poorly developed skills in speaking and listening, mathematics and personal independence. By the time they are ready to start Year 1, the majority of children achieve well and attain the early learning goals. This is through good teaching and a close observation of how the children are learning. The children respond positively to the stimulating environment, caring atmosphere, high expectations of good behaviour and well-constructed curriculum. They make a good start to their school lives, which parents fully appreciate.

Personal and Social Development

65. There is a good atmosphere throughout the Foundation Stage. The children work and play together in a tolerant and easy way, sharing the equipment and activities without argument or dissent. They appreciate the efforts of others and accept suggestions as easily as they offer their own.
66. Classroom routines are well established and children move from one activity to another, and from one room to another, without difficulty or fuss. This development of personal responsibility and initiative is promoted effectively in both classes. A noticeable feature is the ability of the older children to concentrate for lengthy periods on specific tasks. This is well illustrated when making Hindu wedding hats. The majority of children achieve well and will attain the early learning goal.
67. The various adults in the department provide excellent role models for the children, always treating each other, and the children, with courtesy and respect. The geography of the department demands a high degree of organisation and co-operation from everyone. It is a secure environment in which children are valued as individuals and these good relationships set the tone for their foundation year.

Personal and social development are promoted very effectively and helps prepare the children for learning in the wider school community.

Communication, language and literacy

68. Children make good progress in this area of learning and standards achieved are in line with those found in similar schools. Children talk with confidence about their homes, their friends and about things which interest them. They enjoy listening to stories and have good recall of books which they have listened to previously. They are attentive during story-time and the more able are developing the skill to predict outcomes.
69. In both classes the children are good at using sounds and learning the meanings of new words. The teachers recognise the value of a broad and rich vocabulary, introducing appropriate descriptive words when talking about Christian and Hindu weddings. A child was heard to say she thought the bride's 'mane' was really beautiful.
70. Big Book sessions have been introduced as part of the children's introduction to the literacy framework. The concept that print carries meaning and that text is read from left to right is understood by most of the children and the more able are beginning to see patterns of letters, especially in interesting words such as aeroplane. The introduction of phonics is a strength and is given a high priority in the development of reading and writing. Children used white boards and felt tips during language and literacy, testing their understanding of letter sounds and blends on a very regular basis. The majority of children achieve well and attain the early learning goal.
71. The link between reading and writing is very clear and both are taught in a logical, straightforward way. Children are introduced to published scheme material as they become ready and their progress is closely monitored. Parents support the reading programme very well. A cursive style of handwriting is introduced as soon as the children have the necessary control and this is very successful. Once again, the white boards and felt tips enhance the quality of handwriting and prepare the children very well for Key Stage 1. Writing for different purposes is encouraged, for example children creating guest lists for a wedding.

Mathematical development

72. Although some children have little mathematical understanding when they start school, the teachers use every opportunity to reinforce basic skills through practical experience. As a result, children make good progress. The majority of children achieve well and will attain the early learning goal. With a wide spread of ability and maturity, the teachers target their input to meet particular needs. This was well illustrated in a lesson about tallying. A child was chosen to strike a tambourine. On each stroke, this group of young children marked a white board with a felt tip and, over the period of the lesson, were able to record and count up to six with confidence. To reinforce the work, the children then made numbers out of playdough and drew them in sand.
73. Number recognition is generally well established and the teachers are skilled in their use of songs and rhymes to reinforce the process. Classroom displays are also used to promote learning, as illustrated in a display about homes located in a nearby corridor.

74. Assessment techniques are thorough, enabling the teachers to monitor the progress of each child and structure the work accordingly. The use of simple programs on the classroom computers provides a useful introduction to information and communications technology.

Knowledge and understanding of the world

75. The school is set in a beautiful area and the school takes full advantage of it. Many interesting places are within walking distance and the children make regular visits to nearby places of interest, for example the abbey, the shops, the church and the supermarket. This helps them to explore the immediate area and begin very elementary mapping skills.
76. The family is a source of great interest. Photographs of weddings are brought into school and the children talk about the ceremony and find out about the customs that surround it. The teachers provide pictures and stories about Hindu weddings and the children are able to compare the ceremonies of both faiths. They act out a wedding, dressing up in appropriate clothes and attempt to build a church using large wooden bricks. The majority of children will attain the early learning goal.
77. The quality of teaching and learning is good. A good range of planned activities enable the children to expand their knowledge and experience of the world, always starting with where the children are at the moment. Because of this, they make good progress.

Physical development

78. Progress in physical development is good. Children are developing physical control, mobility, awareness of space and manipulative skills, both indoors and out. There is a small secure fenced area that contains a number of bicycles, but the children enjoy far more freedom when using the large equipment in the nearby playground. This is available when the children are under supervision. Fine motor skills are also good. Children cut and glue competently and the wide variety of craft work on display confirms that manipulative skills are well developed. It is evident that many children exceed the expectations of the Early Learning Goals.

Creative development

79. Good use is made of opportunities to encourage and develop creative skills. Children are stimulated by the use of displays and colour in the classrooms and within the plans the teachers have devised imaginative ways to broaden their experience. In recent weeks the children have been making eggcups out of clay, which are then fired. The designs are often intricate and confirm the care and concentration that must have been involved. As part of the wedding topic, garlands are made using crepe paper, wedding hats using decorated card and cut-outs of hands are decorated according to Hindu custom. The children plan an English wedding. They talk about the wedding feast and think about food and drink. In future weeks they will make sandwiches and each class will invite the other to an imaginary wedding at which they will be entertained.

80. The children make full use of a good range of available materials. The quality of teaching and learning is good and the children enjoy a wide variety of stimulating activities. The majority will attain the early learning goal.

ENGLISH

81. In the previous report, pupils' attainment in English was judged to be well above the national average at the end of Key Stage 1 and in line with the national average at the end of Key Stage 2. Teachers' assessments of standards at Key Stage 2 underestimated pupils' abilities. Over the past four years, standards have remained steady in Key Stage 1 and have risen steeply in Key Stage 2 until 2000 when there was a slight decline. When compared with similar schools, pupils' results in the national tests in 2000 were very good in reading and writing at both key stages. The school exceeded its targets for the percentage of pupils expected to reach level 4 and above in the national tests.
82. Evidence from the inspection suggests that, whilst standards remain good in Year 2 and have risen in Year 6 since the last inspection, the potentially higher attainers are not achieving as well as might be expected at both key stages. This represents an inadequate degree of challenge.
83. In both key stages, standards in speaking and listening are good. Many pupils enter the school with low levels of confidence and spoken language, but on entry to Year 1, most have achieved the Early Learning Goals in English and many have exceeded them. Pupils enjoy listening to and talking about stories, rhymes and poems as was evident when Year 1 were reading 'Anansi and Miss Louise' during their literacy hour. All pupils participated with enthusiasm and were aware of the importance of taking turns and valuing the contributions of others. Most pupils spoke confidently and audibly with interesting vocabulary and even those with support from teaching assistants intervened effectively.
84. In Key Stage 2, pupils continue to be active and responsive listeners. In class, they listen thoughtfully and show good respect for the views of others. More able pupils express their ideas confidently and fluently, respond precisely to the point being made and use a well-developed vocabulary and complex sentences. Average pupils describe events and convey their opinions clearly and those who are less able are encouraged to participate and air their views. In Year 4, pupils were talking about a possible alternative ending to 'Jack and the Beanstalk'. There was very good interaction between the teacher and the class, who not only contributed a range of interesting scenarios, but also put expression and excitement in their responses.
85. Standards in reading are good at both key stages. This is an improvement from the previous inspection. Pupils' obvious enjoyment of books is a strength of their learning. At all ages, they like reading the shared text in the literacy hour and most do so with clear and expressive voices. In Key Stage 1, pupils handle books confidently and take them home regularly to practise their skills. Average pupils read simple texts accurately and with understanding and employ a number of strategies to tackle unfamiliar words. The more able read confidently and with good expression and have strong views about their likes and dislikes in reading. The monitoring of readers is systematic in Key Stage 1. Records indicate when books are changed and any difficulties that have occurred. Entries are usually helpful and supportive.

86. Standards in writing are good at both key stages. Year 2 pupils are using a developing vocabulary in their stories and, as a result of literacy hour input, have a better understanding of sentence structure. They can identify the main features of a piece of work and disseminate information from it. This was illustrated in both Year 2 classes where pupils were reading a section of text about sea creatures and plants and then writing relevant questions about them. Accuracy in spelling and punctuation again reflects the effectiveness of school policy and input via the literacy strategy. Regular book reviews written by above average pupils provide a good challenge.
87. In Year 6, pupils write in an appropriate range of forms including newspaper reports, diaries, reviews and stories. The current general election has generated a lot of interest. Pupils adopted the various political parties and attempted to justify their beliefs, both in spoken and written language. 'The Daily Seagull' recorded their deliberations very well. Year 4 were thinking about persuasive advertising by learning how to influence people in this way and using direct forms, for example bullet points, in their writing. Year 5 were also involved in another form of persuasive writing, this time taking different roles in the foot and mouth disease epidemic. The farmer, the ministry of agriculture official, the ordinary citizen; all with a different point of view to express. The analysis of completed work confirmed that the pupils, especially in Key Stage 2, are given a range of opportunities to write for different purposes and this is reflected in the good standards achieved.
88. The presentation of work varies across the school and between year groups. When producing a finished article, presentation is usually good. In exercise books, it can be unsatisfactory, even in Year 6. In these instances, teachers' expectations of the quality of work are not high enough to promote good progress for pupils of all abilities. Cursive handwriting is taught in a systematic and effective way starting in the Foundation Stage.
89. The quality of teaching and learning is good. Over half of the lessons observed were good or better and, of the remainder, four lessons were satisfactory and just one was unsatisfactory. In the better lessons, teachers are confident with their knowledge of English and use the material imaginatively, ensuring that interest, and often excitement, in the learning is sustained, as when Year 3 pupils were sequencing a passage of text from 'Unicorn Dreams'. Emphasis is placed on teachers modelling writing for pupils, although, in some lessons, this affects the pace of the lesson. A key feature of the better lessons is extension and challenge. Suitable opportunities are taken to introduce new or related words and ideas, and to encourage pupils to think. The focused group work in Year 4, writing alternative endings to fairy tales, was a good example. In the lessons, pupils with special needs were well supported by competent teaching assistants.
90. The curriculum in English is balanced and meets the requirements of the National Curriculum. The National Literacy Strategy has been implemented very well. The comprehensive policy supports teaching and learning. Assessment procedures are good, which is an improvement since the last inspection. Pupils have appropriate targets in literacy to motivate them and give them responsibility for their own learning. Information and communications technology is used to support teaching and learning in English, but the scope for this needs to be broadened. Throughout the school, the quality of marking is good with some very good examples. Comments are often constructive and help the pupils to improve their work. The co-ordinator is experienced and committed and has a realistic view of issues facing the subject and

of how to address them. He is well supported by a colleague in Key Stage 1. Standards in English and the quality of teaching have been monitored by the co-ordinator and this is an improvement since the last inspection. Resources in English have been improved considerably. The library and most classrooms have an appropriate range of books to support research and study skills and to enable pupils of all ages to enjoy their reading. Imaginative and bright displays of pupils' work instil a sense of pride in pupils and celebrate their creativity.

MATHEMATICS

91. The mathematical attainment of pupils on entry to the school is broadly in line with the national average. At Key Stage 1, pupils, including those with special educational needs, make satisfactory progress. Levels of attainment are close to the national average. Pupils are able to manipulate numbers quickly and confidently and have some understanding of negative numbers. They work carefully and accurately on a range of tasks on measurement and shape. In the 2000 national tests, 95 per cent of pupils reached level 2 or higher compared with 90 per cent for all schools nationally. A further 21 per cent of pupils exceeded the national target and reached level 3 compared to 25 per cent nationally. The results in 2000 were in line with results in all schools nationally and were in line with similar schools. The levels of attainment in the present Year 2 are not significantly different from the levels in 2000. Many pupils achieve well, although the proportion of pupils that reach level 3 in mathematics by the end of Key Stage 1 is too low. The more able mathematicians need to be set more challenging work so that they can make faster progress
92. In recent years in the national tests, over 75 per cent of pupils at Key Stage 2 have reached the national target of level 4 or higher. However, in 2000, only 61 per cent of pupils reached level 4 or higher, well below the national average of 72 per cent. This was unsatisfactory, particularly as the school's target was 85 per cent. As a result, several changes have been made to the way pupils are taught and assessed throughout Key Stage 2. The attainment of pupils presently in Year 6 indicates a return to the higher standards. Pupils handle fractions, decimals and percentages with confidence. They can apply their good number skills effectively when handling data or dealing with measurement. The school's target for 2001 is 86 per cent achieving level 4 or higher in the tests. Teachers' assessments of pupils presently in Year 6 suggest that the target is challenging, but achievable.
93. Overall, attainment is generally consistent across different aspects of the subject. Pupils' skills and knowledge in number work have significantly developed as a result of the strong emphasis in lessons placed on oral and mental work. Pupils have good numeracy skills and are able to use and apply them to support their work in other subjects such as science. However, opportunities for pupils to use and apply their mathematical skills are sometimes overlooked. For example, in a physical education lesson, pupils were using stopwatches without a secure understanding of timing in seconds to two decimal places.
94. Since the previous inspection, the school has established improved assessment procedures for tracking pupils' progress and identifying weaknesses in pupils' skills. Pupils are now given greater opportunities to use and apply their mathematical knowledge. For example, in several of the lessons observed, pupils were taught strategies to help them solve problems and number puzzles. However, the thinking skills of many pupils, including some of the more able, are insufficiently developed. Many pupils have difficulty expressing their mathematical reasoning articulately. By

analysing pupils' assessed work, the school has identified aspects of using and applying mathematics, such as solving worded problems, that the pupils find difficult. This is an area for development that can help raise the standards achieved by all pupils and particularly those achieved by the higher attaining pupils. The school has monitored the performance of boys and girls and has identified ways to improve boys' work in Key Stage 2. In the 1999 national tests, there was no significant difference in the performance of girls and boys. Progress since the previous inspection has been good.

95. The quality of teaching in mathematics is good throughout the school. It has significantly improved since the previous inspection. Teaching is satisfactory in over 92 per cent of lessons, good in around 70 per cent and very good in about 30 per cent. A major factor contributing to the successful teaching has been the introduction of the National Numeracy Strategy. It has resulted in high quality planning that is sharply focused on identified learning objectives. The teachers work extremely hard, in teams, planning imaginative and exciting tasks that will motivate and engage the pupils. As a result, the pupils are interested in the work, are able to maintain concentration for long periods and most achieve their objectives. The strong emphasis on mental and oral work is popular with the children and has helped them to develop good numeracy skills and has increased their confidence. Teachers are particularly effective at encouraging the active participation of the whole class. They regularly praise good work and this encourages the pupils to behave well and work hard.
96. The teaching assistants provide very good support in lessons, helping pupils, particularly the weaker mathematicians and those with special educational needs, with their learning. This often allows the class teachers to successfully focus on different ability groups. However, sometimes teachers follow the guidance from the National Numeracy Strategy too prescriptively and this results in less effective learning. For example, in some lessons, teachers are so focused on their targeted groups that they fail to adequately monitor the work and behaviour of the other groups. Failure to intervene with these groups sometimes leads to excessive noise. It can also lead to the development of misconceptions in non-focused group work.
97. Generally, teachers use their good subject knowledge to provide their classes with clear and lively instruction. Some teachers have a strong empathy with their pupils and are able to create a classroom environment in which pupils will spontaneously applaud the good work of others, raising everyone's self-esteem. The best lessons involve lots of interaction which pupils enjoy. For example, in one lesson, a boy and a girl were working together to solve a problem. 'It's fun', the boy told the class. The girl was so pleased with her solution that she remarked 'Miss. We should be the teachers'.
98. Nearly all mathematics lessons last at least one hour. Sometimes parts of these lessons are too long. For example, in some lessons pupils are sitting on the carpet for more than 40 minutes participating in oral and mental work. As a result, pupils get bored and lose interest and motivation. Teachers sometimes miss opportunities to introduce new learning through practical or investigative approaches. For example, in lesson on number puzzles, pupils were taught strategies for solving the puzzles from the board, rather than being allowed to experiment and discover methods for themselves.

99. The present mathematics co-ordinator is working hard to raise standards in the subject. The successful introduction of the National Numeracy Strategy has improved the quality of teaching and learning. Staff have received appropriate training to support their planning and to improve their classroom practice. There is a thorough and detailed development plan that has clear and appropriate targets for raising pupils' achievement. Through regular monitoring, including classroom observations of all teachers, the school has identified priorities for development and this has helped to share existing good practice. At Key Stage 2, regular testing has been developed to assess the progress of pupils. This has helped to identify pupils who have not made the expected progress, but has not yet led to targets for those pupils. In order to inform future planning, there has been a very detailed analysis of pupils' work in the tests that has identified pupils' areas of strength and weakness. The effective leadership and management of the subject are very good and have been a significant factor in improving the quality of teaching and learning.

SCIENCE

100. The results of the 2000 national tests show attainment at the end of Key Stage 2 to be in line with the national average and in line with standards achieved in similar schools. However, the 23 per cent of pupils achieving at higher levels in science is below the national average. At Key Stage 1, teacher assessments show attainment to be average and in line with standards in similar schools. The previous inspection also found that standards were in line with national expectations at both key stages. However, shortcomings identified in investigative and experimental science have been addressed and good progress made.
101. By the end of Key Stage 1, pupils record the results of their observations and investigations through the use of pictures, charts and self-written text. They are beginning to make predictions about expected outcomes, for example, an investigation in Year 2 about growing cress had taken the usual activity a step further by asking pupils to predict final growth height. An investigation had been set up to alter the conditions of growth. Pupils in Key Stage 1 know how humans and mammals change as they grow and how to order and sort living things into categories. They investigate and pictorially record simple electrical circuits with bulbs, wires and batteries, showing positive and negative terminals. As part of their work on physical processes, pupils in Year 1 investigate sound, noting differences in its type and sources, that sounds travel and that they are heard when they enter the ear.
102. By the end of Key Stage 2, pupils are recording investigations in a consistent format, designing investigations to ensure that they are fair, making informed predictions about results and then controlling these through the introduction of controlled variables. They know the names and functions of the major organs of the body and the types of food needed to maintain health. They have investigated the specific properties of gases, liquids and solids, and they have made solutions, separated mixtures and observed chemical changes that take place. A Year 6 class set up an investigation into the recovery of solids from solutions and demonstrated a familiarity with apparatus, scientific terms and the need for accuracy in quantification while conducting their research.
103. In both key stages pupils make suitable use of numeracy skills as they use accurate measurement to record quantities and demonstrate the ability to construct accurate line graphs from numerical data. For example, in Year 6 as part of their work on the

Sun, Earth and Moon, pupils had plotted changing sunrise times in the UK and used the data to suggest why the graph was irregular.

104. Literacy skills are employed and practised as pupils follow instructions and, in addition, experience many opportunities to develop their own factual writing skills in their science notebooks. Worksheets are used judiciously throughout the school and pupils of all abilities are encouraged to write their own accounts of their investigations. This is a strength of the school and contributes a great deal to the lively response that pupils demonstrate to the subject. Their attitudes towards science are good and they demonstrate a good level of co-operation in carrying out their investigations. As a result, their investigative skills are developing well. This is an improvement since the last inspection.
105. Pupils make good progress in their learning. Pupils with special educational needs are well supported by teachers and learning support assistants. They make good progress. However, there is scope for further challenge for the most able pupils in Key Stage 2.
106. Pupils listen well to their teachers and to the contribution of others. They demonstrate good recall of scientific vocabulary and previous learning, which they relate well to topics under discussion. Pupils enjoy their science lessons, work eagerly and enthusiastically at the practical activities and show high levels of concentration while remaining on task.
107. The quality of teaching in science is good, which is an improvement since the last inspection. The strengths of the teaching are grounded in secure subject knowledge, good relationships with pupils, good planning of the science curriculum and careful use of appropriate vocabulary and terminology in lessons. Cross-curricular links are made where appropriate. For example, in Key Stage 1, work on the seashore was well linked to impressionist paintings by Monet and Seurat with their emphasis on visual perception. In Key Stage 2, a lesson on food was linked to design and technology as pupils moved from their scientific investigation to considering the design of food packaging. Other strengths include well planned investigations based on practical activities, the good use of questioning by teachers to extend pupils' thinking and the well integrated support provided by the teaching assistants.
108. The science curriculum is well planned throughout the school to a consistent format that delivers the requirements of the National Curriculum. Assessment of pupils' progress throughout the school is good, with built in assessment modules routinely used in Key Stage 2 to check learning and progress. Pupils' work is of a good standard throughout the school and is marked conscientiously, although there are variations in the amount of advice given to pupils through teachers' marking as to how they could improve their work.
109. The science co-ordinator has carried out some classroom observations of colleagues to monitor the quality of teaching and learning in the school, but this programme has yet to be fully developed. Resources to support science are satisfactory. There was little evidence in the inspection of the use of information and communications technology to support learning within the subject.

ART AND DESIGN

110. The standards achieved in art and design at the end of both key stages are above expectations and examples of work seen demonstrate that pupils develop their skills and make steady progress. This is an improvement since the last inspection. Some of the finished work seen was of a very high quality. Pupils in Key Stage 1 use colour and materials confidently. They have observed the nature and shape of artefacts and everyday objects in close detail and drawn them very accurately. The painting techniques of established artists, such as Seurat and Monet, have been considered and pupils have produced their own work based upon those techniques. In Key Stage 2 there is a good development of skills with some impressive examples of observational drawing with very close attention to details of shape, colour, light and shade using pencil and pastels. Pupils have learned about colour mixing and have applied their knowledge to create paintings of good quality. They have created and printed pictures on computer using appropriate painting programs. Sketchbooks are used, sometimes very effectively, but the quality of work in them varies from class to class. Art techniques are used throughout both key stages to support work in other subjects.
111. Only two lessons could be observed during the inspection, which were both in Key Stage 1. In these lessons, the quality of teaching was very good and, together with evidence from teachers' planning and scrutiny of work displayed in classrooms and about the school, indicate that the overall quality of teaching is at least satisfactory. In the lessons observed, the teachers had a very good understanding of the activity, challenged the pupils to reflect upon their work and to discuss it with others in their class. The pupils were keen to succeed and all of them, including the higher-attaining pupils and those with special needs, were able to do so because the work was carefully chosen and they received good support. Their response to the tasks and their ability to co-operate with one another were very impressive.
112. The subject is well managed. The co-ordinator has good subject expertise and is able to support colleagues with advice and resources. The policy and scheme of work for art and design is based on the LEA scheme and is a constructive development of the various skills of the artist. Planning for art across the key stages is logical and well structured although the range of activities in the scheme is ambitious. This is an improvement since the last inspection. The co-ordinator has not been able to monitor the quality of teaching in lessons, but has monitored the half-termly planning and finished artwork through displays. There is no assessment of individual pupil's progress in art. Resources are adequate for drawing, painting and printing activities, but limited for three-dimensional work. Although opportunities are taken to draw inspiration and technical skills from art of other cultures, the amount of art work by established artists on display about the school is limited.

DESIGN AND TECHNOLOGY

113. Attainment in design and technology has improved. It is as expected at the end of Key Stage 1, but remains below expectation at the end of Key Stage 2 because there are insufficient opportunities for pupils to design and evaluate their work.
114. In Key Stage 1 pupils make different flavours of yoghurt and design labels for the pots. They also use mechanisms to make moving pictures and models to show designs of their own bedrooms. They are taught to construct models with wheels that work efficiently, using a range of tools. The standard of finish on completed models is that which would be expected of children of this age. Teachers display the work well using ICT and a digital camera. This values children's efforts. Labelling of

designs becomes more specific and indicates the techniques that are to be used in making by the end of the key stage. Evaluations of finished products show similar progress.

115. In Key Stage 2 there were few opportunities to observe lessons. Insufficient examples of work and discussion with pupils indicate that standards at the end of the key stage are below expectation for some pupils. The overall quality of teaching is satisfactory, but there are inconsistencies in quality. All classes teach some design and technology units of work, but all pupils do not have the same range and quality of experiences. Good examples include designing and making wallets and purses that have been finished to a satisfactory standard. Designs were tried out on paper first and adjustments and improvements suggested before making the final product. Working musical instruments show accurate use of measurement and a good quality finish.
116. Pupils enjoy design and technology and most co-operate well together in mixed gender groups. Pupils with SEN are well supported by their peers and teaching assistants, but more able pupils were not identified in lesson plans and were not systematically challenged. Some classrooms are small which restricts the use of tools to a group rather than to all pupils. This necessarily reduces the opportunities for some pupils. The co-ordinator has a clear plan for improving the subject and, by supporting some staff, has improved the quality of teaching and products made. More work is needed as some teachers lack the knowledge and understanding to teach the subject well and staff changes make it difficult to build and sustain a pool of expertise. Improvement since the last inspection at Key Stage 1 has been in standards, the range of experience provided to develop skills and the confidence of teachers to teach well. There are examples of good teaching in Key Stage 2 and all pupils have some experience of design and technology, but there is a need now to improve staff confidence to ensure a consistent approach for all the pupils in Key Stage 2.

GEOGRAPHY

117. The last time the school was inspected, standards in geography met the national expectation in both key stages. Current standards are similar. The subject has not been a priority for the school due to national initiatives and there have been changes in the geography curriculum which have not been acknowledged. Therefore, standards have not moved forward and resources have become inadequate.
118. No teaching was observed in Key Stage 1, but scrutiny of pupils' work, geographical displays, teachers' plans and discussions with pupils show that standards are as expected. Pupils can identify physical and human features of places, both local and distant. They can tell land from sea on maps and identify routes on large-scale local maps and world maps. They are able to do good practical activities, sometimes linked to other curriculum areas. For example, they can construct a route around a keep fit course and move a floor turtle round obstacles. Year 1 introduces pupils to fieldwork by getting them to follow a route to a post box and then to map it.
119. By the end of Key Stage 2 standards continue to meet the national expectation. Some aspects of geography are better developed than others. Pupils are not able to develop their fieldwork skills in all years. Using large-scale maps and atlases to investigate geographical issues is a weakness. This relates to lack of progression and continuity in the development of map use. It is partly due to shortages of suitable

Ordnance Survey maps, aerial photographs and atlases and partly due, until recently, to an inadequate scheme of work. There are some inconsistencies in teacher knowledge and expectations about making maps to present information across parallel classes. Some pupils are well taught and expected to use the keys, others are not. Some are taught labelling strategies. Others achieve less presentable results because they are not challenged by sufficiently high expectations.

120. Standards in other aspects of Key Stage 2 geography are developing well. Pupils in Years 3 and 4 are able to make some mature comparisons between schooling in Indian urban and rural areas and their own school environment, having learned the basic landscape, weather and work patterns of a particular Indian village. Older juniors are beginning to make good progress in understanding the social and environmental impact of issues such as the possible pedestrianisation of Battle High Street and the routing of the Hastings by-pass. Some classes have achieved good standards in these enquiries with pupils suggesting the important questions to investigate. They have become well motivated by the practical work of questioning shopkeepers and residents and debating their findings. Year 6 pupils have a growing understanding of how domestic water supplies are processed and a field work exercise in the school grounds develops their mapping skills, although standards of the final map vary due to teachers' expectations about the use of keys.
121. It was not possible to make a judgement about the quality of teaching in Key Stage 1. Teaching in Key Stage 2 is satisfactory. Very skilful questioning in the younger juniors developed pupils' cultural and moral awareness well, helping them to avoid biased viewpoints and see that we cannot generalise about a whole country from a village or town within it. Teaching observed in the older juniors varied more widely in quality. Although lessons were carefully prepared with clear objectives, these objectives were sometimes too broad. Sometimes the activities planned were not developing real geographical thinking because the resources were inadequate, even though teachers had tried hard to find suitable resources. Pupils' work is often marked with useful comments, but there is no formal system of tracking their progress and helping them focus on particular improvements as they move up through the school.
122. Pupils are generally well behaved in their lessons. They are well motivated when comparing their way of life to that of children in other places. In some lessons they are slow to settle to tasks. This is because teachers have not provided a structure to assist with recording the work. The most able can respond to this challenge in time, but the majority of pupils would get the very best out of the whole lesson if a range of methods to structure the information were offered by teachers. Pupils with special educational needs are sometimes well supported by more specific frameworks, for example, in lesson about locating mountain ranges. Some literacy techniques are being applied to geography with good results, for example, persuasive writing frameworks in the context of local issues. Data handling and processing with ICT is poorly developed in geography as yet. The use of e-mail and the Internet has begun, but has not yet impacted much on the geography curriculum.
123. The current subject co-ordinator has directed the subject for nearly a year. She has given clear direction through an agreed policy and structure for the optional units of work. The development of the subject is seriously hampered by inadequate resources. The school has disposed of out-dated and inappropriate resources and has bought some research books for the library. There is a lack of appropriate atlases, subject specific videos, CD ROMs and specific resources necessary to

resource the adopted units. Joint planning is helping to improve standards and subject development. However, the school has not yet focused on classroom observation in order to develop consistency in the good practice that exists and to improve those areas that need attention. The subject is identified for review in the development plan for 2002, but requires an earlier input of resources.

HISTORY

124. Standards in history in both key stages are in line with the national expectation, as they were at the time of the last inspection. No history teaching was taking place during the inspection. However, pupils' work, teachers' planning and displays were scrutinised and discussions were held with pupils and teachers in order to form a judgement about standards.
125. Work in the Foundation Stage is built on in Year 1 by involving parents to provide information about the past in living memory. They provide a stimulus for pupils' work by writing about their favourite toys and pupils are able to see if and how these have changed. Good standards are reached in the handling of artefacts when pupils visit a local museum. This good work is continued in Year 2 where a good school-designed topic requires pupils to learn about John Logie Baird, an important local inventor. Their understanding of the history of changes in communication technology is well developed through the variety of artefacts they are able to handle and discuss. For example, their knowledge and understanding of how and why the Fire of London occurred and how Samuel Pepys' Diary is a good source of evidence for this demonstrates the development of understanding. In the younger juniors, pupils are able to describe simple differences between the way wealthy and poor citizens lived in Tudor times and to begin to deduce this through some limited exposure to source material such as inventories.
126. By the end of Key Stage 2 pupils can structure their writing in history well and in some classes teachers help pupils make good use of writing frameworks to begin to present arguments. There has been an improvement in the way in which pupils present historical information since the last inspection. The development of some aspects of Key Stage 2 history is not yet consistent enough, although the school is conscious of this. Not all pupils are taught to consider different interpretations of history and pupils do not develop enough depth of thinking about reasons for changes and the results of changes. There have been some improvements in historical enquiry, although pupils are not yet confident to raise their own historical questions by the end of the key stage.
127. History subject development and resourcing has suffered since the last inspection due to the school's other priorities. The co-ordinator has moved the subject on by producing a good policy and sound scheme of work largely based on national advice. Teachers are now developing this. Second-hand source material is now insufficient even though county resource loans are used. For example, the school has insufficient high quality pictorial or portrait resources for pupils to use as evidence for interpretation in Key Stage 2. There is little use of the tools of information and communications technology as yet to help answer historical investigations or to process information and present it in a way that extends pupils. The school counteracts the inadequacy of second-hand resources by providing pupils with good practical learning activities involving role-play and simulation. For example, the younger juniors took part in a lively Tudor day experience supported by visiting historians and the older juniors were able to make good comparisons between

Victorian and modern schooling through participating in a Victorian school day led by the headteacher. These activities enthuse pupils and are a strength of the subject.

128. Pupils' work is marked with helpful comments, but assessment is not formally developed to track pupils' progress through the school so that they have a clear view of how to improve their history skills. Monitoring has not yet extended to classroom observation in order to check consistency and share the best practice. Although school curriculum time is adequate for the subject, teachers need to ensure that they give it enough teaching time to develop depth of historical understanding.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

129. Standards in information and communications technology (ICT) are improving. They are as expected by the end of Key Stage 1 and slightly below average by the end of Key Stage 2.
130. At the end of Key Stage 1 attainment is average because of sound teaching of the basic skills. By the end of the key stage children can write simple sentences, create pictures and patterns with a paint program and program a Roamer to follow a route. They can click and drag the mouse to link key words and pictures, dress teddy and save and print their work. In better lessons, time is made for discussion and children are able, for instance, to predict and evaluate their Roamer programs. When they use a CD ROM encyclopaedia, they compare turning the pages and using the contents with finding information in a non-fiction book. Good links with design and technology are made and children are helped to use ICT to design labels that combine pictures and text for the yoghurts that they had designed and made.
131. Pupils experience a good range of ICT and there has been considerable improvement since the last inspection, but attainment by the end of Key Stage 2 is still below average due to inconsistencies in teachers' knowledge and understanding. Some opportunities are made for pupils to discuss the match of their work to the needs of the audience that it was designed for and to interpret graphs and check the accuracy of data used, but pupils of the same age do not always have the same opportunities. Basic skills are well established and the use of the ICT suite has ensured that pupils are confident in their use of ICT. Pupils can use the Internet to find and print information about the Tudors, explore a simulation, design sari patterns and wallpaper using repeating patterns in Years 3 and 4. At the end of the key stage they can create multimedia presentations, search the Internet, control lights and motors and use Excel for generating graphs. Good teaching prepares pupils to use the Internet by refining questions and identifying key words to be used in a search. Examples of web sites had been prepared to support pupils whose searches were less successful and include those with special educational needs.
132. The ICT suite has ensured regular access for all classes, but the limited accommodation and cramped conditions means that classes have to be taught in two separate groups which is not an efficient way of managing time. Despite this, the overall quality of teaching is satisfactory. It is good in the Foundation Stage and in Key Stage 1. All teachers plan lessons carefully, manage pupils well, make very good use of teaching assistants and get a very good response from pupils in ICT lessons. Teachers use ICT to improve presentation and display and make the classrooms interesting places for learning. Pupils' attitudes to ICT are good. They work well with good levels of concentration, show interest in ICT and help and support

each other. Behaviour is good when sharing the keyboard and deciding what to do. Pupils with SEN learn well and make good progress. They are often paired with more able readers to ensure that reading difficulties do not limit participation in lessons. However, there were few opportunities to challenge more able pupils to extend their learning either in lessons or through homework.

133. There has been satisfactory progress in ICT since the last inspection in both key stages. Pupils now are taught basic skills and use the keyboard confidently. They regularly learn about ICT and use it to support their learning. ICT development has been hampered by the lack of a co-ordinator to monitor improvements and establish an overall strategy for the replacement and improvement of equipment. There is currently no written policy to provide guidance on safe use of the Internet and e-mail. Not all teachers are aware of the curriculum resources available to support their teaching, but plans are in place to re-start staff development when the new co-ordinator begins her work.

MUSIC

134. The standard of music across the school is above expectations. Singing is good throughout the school, because of the quality of the teaching and the wide range of opportunities that are provided to learn, refine and perform songs. The quality of singing, particularly in the Key Stage 1 and younger Key Stage 2 assemblies was very good. Pupils develop an understanding of rhythm through clapping exercises and the use of percussion instruments. Musical terminology is introduced at appropriate times and pupils are genuinely interested in the technical aspects of the subject. Some pupils have good musical knowledge and they are encouraged to contribute ideas and information in lessons. There are good links with other subjects, particularly science.
135. The quality of teaching in music is good. Teachers have good levels of technical competence, plan lessons well, have high expectations of what pupils can do and are prepared to take acceptable risks. Because of the good relationships that have been established, they ensure that behaviour in music is generally good, although in a few lessons, the need to manage behaviour detracted from the overall quality of the lesson. The musical curriculum is extended by opportunities for pupils to learn to play a range of instruments and teachers give their time to run extra-curricular sessions. Peripatetic music teachers provide specialist tuition in brass, cello, clarinet, keyboard and violin. There has been a good improvement in the quality of music teaching since the last report.
136. Pupils enjoy learning about and making music. They are eager to respond to questions, treat their instruments with respect and are able to demonstrate a high level of co-operation during group activities. They have opportunities to listen to music from a range of cultures, including their own. Pupils with special needs are fully integrated into musical activities and they respond well. Where appropriate, they are supported and encouraged by their teaching assistants.
137. Music is well managed across the key stages. The co-ordinator has been in post for a relatively short time. He has good knowledge and understanding of music and provides support for his colleagues. There is no formal procedure for assessment and as a result it is not clear how well pupils have done and what they need to do to improve further. Resources for music are satisfactory, although the recording equipment available is limited and outdated. The use of ICT to support musical

composition is limited by the availability of appropriate programs. Opportunities are taken to take music into the community by performing songs and dances for a variety of audiences. Music is identified as a subject area for development in the development plan.

PHYSICAL EDUCATION

138. Seven lessons were observed during the inspection, covering a range of activities and key stages. Additional evidence is taken from discussions with the co-ordinator, scrutiny of planning and other school documentation. Attainment in physical education is in line with national expectations at the end of both key stages which is a maintenance of standards since the last inspection.
139. Pupils make good progress in most lessons and attain at least the expected standards by the ages of seven and eleven. Pupils find different ways of travelling on the floor and the apparatus as they progress through the school. They gradually develop these movements into sequences. They develop appropriate skills in throwing, catching and striking and begin to apply these effectively in small-sided games. Swimming at Key Stage 2 was not seen during the inspection. The school meets its statutory obligation with regard to swimming by identifying pupils in Year 6 who are not able to swim 25 metres and arranging for them to visit the outdoor pool belonging to a neighbouring secondary school, during the second half of the summer term, for intensive tuition.
140. The quality of teaching is good overall, which is an improvement since the last inspection. All teachers present themselves well as role models in terms of dress and enthusiasm and as a result most pupils respond well, channelling their energy into planned activities and behaving well. Planning for lessons follows an agreed format and is satisfactory. Teachers give clear instructions and feedback on aspects of the activity, encouraging pupils to comment constructively on aspects of others' performance. This promotes an understanding of how well they are doing and how they might improve. Teachers emphasise the importance of teamwork and co-operation, for example, in a lesson where pupils practised athletic skills and co-operated in timing each other, in order to set targets for improvement.
141. The importance of proper and effective warm up is stressed in all lessons and an appropriate emphasis is placed upon safety, particularly in lessons involving apparatus. Teaching assistants make a valuable contribution to lessons providing sensitive support to less confident younger pupils.
142. There is a good range of extra-curricular activity for pupils. At different times of the year pupils are offered activities which include cricket, soccer, stoolball, netball and country dancing. These are mostly run by members of staff, but the school also draws on outside expertise from the parents and community. The school also participates in a range of competitions with local schools. In the previous term the school participated in the "BT Top Sport" programme. Adventurous activities are undertaken during the residential visits.
143. The co-ordinator is relatively new in the post. There has been some training in the school to address staff confidence, particularly in teaching the skills necessary for a range of games. Resources to support physical education are adequate, although space to pursue the curriculum is limited. The school has increased in size by over three classes since the last inspection, increasing pressure on both indoor and

outdoor facilities. Outdoor hard play space is limited and although the school has a good field, its use is limited during wet weather. The main hall is the basic resource for indoor physical education and is barely large enough to accommodate the range of activities covered by the current scheme. The number of classes requiring timetabled sessions places great pressure on its availability, especially as it also used for dining and assemblies. The staff cope well with its shortcomings.

RELIGIOUS EDUCATION

144. The standards achieved by pupils in religious education are in line with the expectations of the locally agreed syllabus. Pupils acquire and retain knowledge and facts. They talk confidently about different religions and cultures and willingly offer their own views in discussions. In Key Stage 1, pupils learn about Christianity and Judaism. They are able to understand and describe the significance of religious leaders and ceremonies. For example, in a very good Year 2 lesson, the pupils enthusiastically recalled their work from the previous term on Christian festivals and went on to further extend their understanding of why Jesus is so special to Christians. The standard of written work is high. It is often thoughtful and imaginative.
145. In Key Stage 2, pupils extend their understanding of Christianity and also learn about Islam and Hinduism. Pupils of all abilities are able to develop a theme through expressive writing and there are many good examples of extended writing. Pupils are able to draw on their experiences. For example, a Year 6 visit to the local church helped the pupils make comparisons between different religions. The work displayed around the school reflects the diversity of different cultures and religions. Pupils' studies in religious education contribute significantly to their spiritual, moral, social and cultural development.
146. The quality of teaching in the lessons observed was good, particularly in Key Stage 1, where it was very good. As a result, the pupils show interest in the subject and are very keen to learn. They behave well in lessons and on school visits. They collaborate well and are able to work independently. The subject is taught in accordance with the LEA agreed syllabus and statutory requirements are met. Teaching is successfully based on careful half-termly planning. The school has worked hard to improve the quality of teaching and learning in the subject.
147. The co-ordinator has provided dynamic and sensitive leadership. She has demonstrated a clear sense of direction and purpose, but has yet to fully monitor the impact of the new scheme of work. A new scheme of work linked to the agreed syllabus has been developed and the co-ordinator has provided successful in-service training to support its introduction. The key strength of the scheme is the developmental approach to the major Christian festivals such as Christmas and Easter. This is aimed at ensuring that during these periods, pupils' activities are well matched to their ages and abilities. The new scheme is well supported by a good range of resources including artefacts from several faiths. Reference materials for teachers and pupils have recently been extended. The management and leadership of the subject are very good.