

# INSPECTION REPORT

**HURST GREEN CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Etchingham

LEA area: East Sussex

Unique reference number: 114508

Headteacher: Mr A Bedwell

Reporting inspector: Paul Missin 19227

Dates of inspection: 3<sup>rd</sup> to 5<sup>th</sup> December 2001

Inspection number: 193547

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	London Road Hurst Green Etchingham East Sussex
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Appropriate authority:	The governing body, Hurst Green CEP School
Name of chair of governors:	Mr A J Gay
Date of previous inspection:	April 1997

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19227	Paul Missin	Registered inspector	Mathematics, information and communication technology, design and technology. Equality of opportunity.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9446	Helen Griffiths	Lay inspector		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?
23434	Marie Gibbon	Team inspector	English, history, music, religious education. Special educational needs.	How good are the curricular and other opportunities offered to pupils?
18083	Judith Howell	Team inspector	Science, art and design, geography, physical education. Children in the Foundation Stage.	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Hurst Green School is a Church of England Controlled Primary School which educates boys and girls aged from four to 11 years. There are currently 128 pupils on roll, 62 boys and 58 girls. At the time of the inspection, five boys and three girls attended part-time. This is smaller than most schools of the same type. There are no pupils who speak English as an additional language. Twenty-two pupils (17 per cent) have special educational needs. This is below average. Three pupils have statements of special educational need (2.3 per cent). This is above average. In the last school year, eight pupils joined the school other than at the usual time of admission and six left other than at the usual time of transfer to other schools. Three pupils are known to be eligible for free school meals (2.3 per cent). This is well below average. Although no teachers have left in the last two years, two have been absent for significant periods of time. Since the last inspection, increases have been experienced in the number on roll, the proportion of pupils with statements of special educational need, the proportion of pupils from outside the village of Hurst Green and the number of term time admissions, especially at Key Stage 2. When they enter the school, most pupils are achieving standards that are below average for their age. At the last inspection, attainment on entry was described as 'average to good'.

### **HOW GOOD THE SCHOOL IS**

Hurst Green school is an effective school that provides good value for money. Currently, most pupils enter the school achieving below average standards and when they leave, they achieve standards that are higher than those found in most similar schools, especially in English, mathematics and science. This good progress is achieved by the good teaching across the school, especially towards the end of Key Stage 2. The good, caring leadership of the headteacher, and the positive impact of other senior teachers, ensure that the spiritual, social and academic aims of the school are met well.

#### **What the school does well**

- The good teaching, particularly at the end of Key Stage 2, enables pupils to achieve above average standards in English, mathematics and science by the time they leave.
- The well above average standards achieved in art at Key Stage 2 and the high quality of the displays of pupils' work across the school help to make the school a stimulating one in which to learn.
- The good, caring leadership of the headteacher and senior teachers enables the aims of the school to be met well.
- The very good provision for pupils' social and moral development contributes significantly to their very good attitudes and behaviour and to the very good relationships in the school.
- Parents' very positive views of the school and the effective contribution of the local community support the school's work well.

#### **What could be improved**

- The full National Curriculum requirements for the teaching of design and technology and the swimming elements of physical education at Key Stage 2 are not being met.
- There are important shortcomings in the provision for children in the Foundation Stage.
- The standards achieved in information and communication technology across the school are not high enough.
- There is an imbalance and a lack of clarity in the roles and responsibilities of the curriculum co-ordinators.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since it was last inspected in April 1997, the school has made good overall improvement and has responded well to the key issues which were identified. The response to the key issue requiring the school to build on aspects of its good teaching has been managed particularly well. Pupils' interest in, and commitment to their work, have been stimulated well. They now have commendable pride in their achievements and examples of their work are attractively displayed. Child protection procedures are now much more robust. Satisfactory progress has been made in strengthening the roles of the subject co-ordinators, but some weaknesses remain. Since the last inspection, standards in most subjects, except information and communication technology and design and technology, have been at least maintained and the high achievement at Key Stage 2 has been consolidated and extended. Considering the good quality teaching in the school, the headteacher's management

skills and the support provided by senior teachers and the governing body, the school has a good capacity for these improvements to be continued.

### STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	C	A	C
mathematics	A	A	B	C
science	B	B	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that, when compared with all schools, standards are well above average in English and science and above average in mathematics. When compared with similar schools, standards are above average in science and average in English and mathematics. The school's ambitious targets for attainment in the tests in 2001 were not met in mathematics and science but were exceeded in English. Equally ambitious targets have been set for 2002. Since 1996, the rate of improvement in the standards attained by pupils has been broadly the same as that achieved nationally. The findings of this inspection are that standards in English, including literacy, and in mathematics, including numeracy, and in science are higher than those found in most schools. This is mainly due to the good quality of teaching they receive and the effect of the separate grouping in Years 5/6 for English and mathematics. Standards in art are well above average at Key Stage 2. This is because of the skill, expertise and enthusiasm of the co-ordinator. Standards in music and geography are above average and in religious education and history, they are average. Overall standards achieved in physical education are below average because of the lack of opportunity in swimming. Across the school, standards in information and communication technology and in design and technology are also below average. This is because these subjects are not taught progressively to a sufficient depth.

At Key Stage 1, pupils attain above average standards in science, art and music. Standards in English, mathematics, religious education, history, geography and physical education are average. Children in the Foundation Stage reach standards which are similar to those found in most schools in their mathematical development, knowledge and understanding of the world and in creative development. In personal, social and emotional development, communication, language and literacy and physical development, standards are below average. There are shortcomings in the Foundation Stage curriculum and in the provision of some resources, which limit children's capacity to make better progress. Pupils with special educational needs attain good standards according to their previous learning and make good progress towards their own targets.

Across the school, pupils achieve well. Most pupils enter the school attaining below average standards and make satisfactory progress in the Foundation Stage. Progress is accelerated in Key Stage 1 and particularly towards the end of Key Stage 2 where progress and achievement are good.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils are interested in their work and show a very good commitment to their lessons and the full life of the school.
Behaviour, in and out of classrooms	This is very good in lessons and around the school. Pupils are tolerant and respectful of others. This enhances the quality of their learning.
Personal development and relationships	Very good. The sensitive treatment of all pupils and the way that all their contributions are valued are a strength of the school. This successfully encourages the development of very good relationships.

Attendance	Good. The rate of attendance is above the national average. Registration procedures are efficient and lessons start and end promptly. This adds to the quality of pupils' learning.
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### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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.*

During the inspection, all the teaching observed was at least satisfactory, over half was good and nearly one in ten lessons was very good. The strongest teaching was in Key Stage 2, where almost all the teaching was good, and nearly a quarter was very good. At Key Stage 1, over a half of the teaching was good, and all the teaching in the Foundation Stage was satisfactory. Across the school, the teaching of English, including literacy, is good. The teaching of mathematics, including numeracy, is satisfactory at Key Stage 1 and good at Key Stage 2. Strengths in teaching are in the positive way that pupils are managed. Pupils are consistently treated with respect and their contributions in lessons valued. Lessons are taught at a brisk pace and interesting and challenging activities are planned and resources used. These qualities influence pupils' learning well. Pupils' interest and motivation are secured and they are fully committed to their lessons. Overall, the quality of pupils' learning across the school is good. Although the Foundation Stage teacher is new to the school, she has settled well and she has good ideas of how to develop the curriculum further. However, there are shortcomings in the teaching which affect children's learning. Planning does not show an appropriate balance between structured and free-play activities and a lack of resources limits children's physical development. The quality of teaching and learning of pupils with special educational needs is good and this supports the good progress they make. Overall, the needs of the pupils are met well in Key Stage 1 and Key Stage 2 and satisfactorily in the Foundation Stage.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is unsatisfactory overall because the full curriculum for design and technology and the swimming elements of physical education at Key Stage 2 are not being provided, and there are shortcomings in the provision for children in the Foundation Stage. The National Literacy and Numeracy Strategies are being implemented well. The school provides a good range of extracurricular activities and enhancements to the curriculum.
Provision for pupils with special educational needs	Good. Pupils' needs are identified well and appropriate support is provided. Pupils' individual learning plans are clear and achievable and they are reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual and cultural development is good, that for moral and social development is very good. These help to fulfil the school's aims of valuing each individual and encouraging him or her to be an important member of the school community.
How well the school cares for its pupils	This is done well. The school is a caring and supportive community. Child protection arrangements are now clear, detailed and well known.

Parents have a very positive view of the school and effective links are established between the school and home which support the school's work and have a positive impact on the standards that pupils achieve.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership of the school is good. His sensitive and caring approach enables the school's ethos and aims to be well implemented. He is well supported by other senior staff. However, he is currently having to assume too many curriculum responsibilities. This is overburdening him and has limited the development of some subjects.
How well the governors fulfil their responsibilities	This is satisfactory. A strength of governors' work is the close and effective relationship between the chair of governors and the headteacher. The monitoring and evaluative roles of the governing body are insufficiently developed. Governors are not meeting their full statutory duties in relation to the provision for design and technology and swimming at Key Stage 2.
The school's evaluation of its performance	This is satisfactory. Appropriate use is made of assessment data. This is beginning to provide evidence for targeting pupils' attainment and for showing the value added by the school.
The strategic use of resources	The school uses its resources well. Funds for pupils with special educational needs and for staff training are used well and this has a significant on the standards achieved by the pupils. The school ensures that it gets good value for money when purchases are made.

The school has an appropriate number of teaching and support staff and learning resources for teaching the National Curriculum. However, there are several shortcomings in the resources provided for the Foundation Stage. The school's inside accommodation is satisfactory but its outdoor accommodation is good. This adds to the quality of the school environment and is used to support work done in different curriculum areas.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children achieve well and make good progress.</li> <li>• Children's attitudes and behaviour are very good.</li> <li>• Good links are established between home and school.</li> <li>• The school is open to parents' comments and suggestions.</li> <li>• The school provides good extra opportunities for children, especially in music and drama.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The inspection's findings confirm the positive views of parents about the school. The school provides a good range of extracurricular activities. Most of these activities are provided for pupils in Key Stage 2.



## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Most children enter the school at below average attainment. A significant number of children in the Reception class have poorly developed social skills and demonstrate weak listening skills. Most make satisfactory progress and broaden and consolidate their knowledge in the areas of learning although there are some important areas of weakness. In particular, there is insufficient free play and free choice to facilitate the development of social relationships and language. However, most children are on course to reach the recommendations for the end of the Foundation Stage in their mathematical development, knowledge and understanding of the world and in most elements of their creative development. In the areas of personal, social and emotional development, communication, language and literacy and in their physical development, their attainment is below that found in most other similar schools. This, in general, reflects the lack of provision and resources for all the designated areas of learning.
2. Great caution should be applied to the analysis of statistical data because of the small number of pupils in the year groups in this school. This makes the relative weighting of each pupil very high and trends unreliable. Year group sizes are often below 20 and the current Year 5 has 12 pupils.
3. In the end of Key Stage 1 tests in 2001, compared with all schools, standards in reading and mathematics were average and in writing, they were above average. When compared with similar schools, standards were average in writing and below average in reading and mathematics. The assessments made by teachers in science were very high for the expected level of attainment (Level 2) and average for the higher level. Recent trends show that the very high all-round standards achieved from 1996 to 1999 have not been continued into 2000 or 2001. There are no significant differences in the attainment of boys and girls.
4. The inspection's findings are that the current Year 2 pupils achieve average standards in literacy, including reading and writing, and in mathematics, including numeracy. They reach above average standards in science, art and design and music, average standards in religious education, history, geography and physical education, and below average standards in information and communication technology and design and technology. At the previous inspection, standards were above average in mathematics and geography and average in all other subjects. Standards in information and communication technology and design and technology are below average because pupils are not progressively taught the appropriate concepts and skills.
5. In the end of Key Stage 2 tests in 2001, when compared with all schools, standards achieved were well above average in English and science and above average in mathematics. When compared with similar schools, standards were average in English and mathematics and above average in science. Trends since 1996 show that, despite variations in year group size, the school has made progress that is in line with that expected nationally. There are no significant differences in the attainment of boys and girls. The school exceeded its targets for the percentage of pupils achieving Level 4 and above in the 2001 tests in English and science but not in mathematics. Further challenging targets have been set for pupils' achievement in the 2002 tests.
6. The findings of the inspection are that the current Year 6 group are achieving above average standards in English, mathematics, science, geography and music. Standards are average in religious education and history. Standards in information and communication technology, design and technology

and physical education are below average. In information and communication technology and design and technology, pupils are not taught a sufficiently detailed and progressive curriculum to enable them to reach average standards. In physical education, the lack of provision for pupils' swimming means that they are unable to achieve satisfactory standards overall. Standards achieved in art and design are well above average. A high priority is put on this subject. Teachers are knowledgeable and pupils are encouraged to achieve very high standards. At the last inspection, standards were above average in English, mathematics and geography and average in all other subjects. Particularly good progress has been made in art, but insufficient progress has been made in information and communication technology, design and technology and physical education. The above average standards achieved in music across the school are the result of the good specialist teaching by the co-ordinator, and the above average standards in geography at Key Stage 2 are a reflection of the good focused teaching these pupils receive.

7. There are some particular strengths and some shortcomings in the overall provision for English, mathematics and science across the school. The provision of science is a strength. Teachers at both key stages are enthusiastic and obtain good levels of understanding and enjoyment from the pupils. Writing is a weaker element of pupils' English work, especially at Key Stage 2. The school has recognised this shortcoming and has recently introduced appropriate strategies to support and develop this area. Overall, standards in English and mathematics are higher at Key Stage 2 than at Key Stage 1 because of differences in the quality of the teaching.

8. Pupils with special educational needs make good progress against their identified targets and reach good standards for their previous attainment. Pupils who have targets relating to their behaviour and responses often make very good progress because the ethos of the school and the very good behaviour of other pupils support them well.

9. Overall, the school meets the needs of all its pupils well, as most achieve above average standards and make good progress as they move through the school. Most children enter the school achieving below average standards for their age and make sound progress through the Foundation Stage. Progress is accelerated in Key Stage 1 and particularly towards the end of Key Stage 2 because of the good and very good teaching provided there. The needs of higher attaining pupils at Key Stage 2 are met particularly well. Progress at both key stages is good overall.

### **Pupils' attitudes, values and personal development**

10. Throughout the school, attitudes to learning, personal development, relationships and behaviour are very good. Parents at the pre inspection meeting and in response to the questionnaire felt very strongly that attitudes and behaviour were good and that the school encouraged their children to become mature and responsible. These findings are similar to those of the last inspection.

11. Attitudes to learning are consistently very good. Participation in extracurricular activities is good. Pupils enjoy coming to school and most arrive on time. They concentrate very well and are very enthusiastic. For example, in a Year 6 mathematics lesson, pupils demonstrated their commitment to their learning and were keen to do their best and to talk about what they were doing. Pupils listen very well and are confident. This is due in no small measure to the good teaching, when teachers pass on their own enthusiasm and enjoyment.

12. Behaviour in lessons, assemblies and at playtimes is always very good. Older pupils play well with younger ones and boys and girls mix well together. They value praise from adults. Pupils move around the school in an orderly fashion. They are open, friendly and very polite to visitors. Pupils clearly understand the few school rules very well and appreciate the rewards system. They know the difference between right and wrong. If bullying occurs, parents and pupils are confident that it will be dealt with quickly and effectively.

13. Relationships within the school are very good. For example, in a Year 5/6 art lesson, the very good relationships created a very good environment for learning in which pupils were encouraged to do their

best. They were not afraid to admit when they needed help. In a Year 1 science lesson, the teacher created very good opportunities for pupils to share their views. Pupils are kind to one another and respect one another's opinions. They enjoy taking responsibility and show very good initiative. Teachers set very good examples of courtesy and fairness. All staff work hard to ensure that pupils with special educational needs are included well in all school activities.

14. Many children in the Foundation Stage find it difficult to sit quietly and listen attentively when they are taught as a class. They do, however, join in with the group activities provided with enthusiasm. Their behaviour is variable, and many have not yet developed an awareness of the expectations of the new Reception class teacher. When working together, however, they generally co-operate well and support one another in their learning. Developing initiative and personal responsibility in learning is a weakness. This is due to insufficient provision for free choice across the range of activities, which forms the basis for their personal and social development.

15. Attendance is good. The rate of attendance is above the national average and unauthorised absence is below. There have been no exclusions for many years. Registration takes place promptly and ensures a smooth start to sessions.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16. The quality of teaching and learning across the school is good. This is broadly the same as the findings of the last OFSTED inspection and means that the important strengths in teaching identified then have been maintained. The proportion of good and very good teaching now is not as high as it was at the last inspection. Currently, all the teaching observed is at least satisfactory. In over half the lessons observed, teaching is good and, in nearly one in ten, it is very good.

17. Across the school, the most significant strengths in teaching are the positive ways in which pupils are managed, the careful and detailed planning evident in most lessons and the good subject knowledge that teachers demonstrate. These features positively influence the quality of pupils' learning. They ensure that pupils are interested, well motivated to do their best, and are taught appropriate knowledge, concepts and skills for their age and ability. The quality of marking and the use of questioning by the teachers in lessons to assess routinely what pupils know and can do are good. This is evidence of the success of recent whole school initiatives and in-service training. The school has made a good response to the key issue at the last inspection which required it to build on existing strengths in teaching but also to improve the presentation and display of pupils' work and raise their expectations and pride in their achievements. These have been done well. The presentation and display of pupils' work are now good and a scrutiny of their previous work and conversation with pupils confirm that they now have a commendable pride in what they have done and delight to talk about it and to see it attractively displayed. Shortcomings in teaching are in lessons where planning is brief and the learning intended in the lesson is not clear or shared with the pupils, and where the pace of the lesson is allowed to drop. These features limit the effectiveness of pupils' learning. Across the school, basic literacy and numeracy skills are taught well. They are both used effectively to support work done in other curriculum areas.

18. Overall, the quality of teaching and learning for children in the Foundation Stage is satisfactory. At the time of the inspection, the Reception teacher was on maternity leave and a temporary teacher had only very recently taken up the position. However, she already has a warm relationship with the children and shows great sensitivity when working with them. Consequently, the children feel happy and secure with the change that has occurred since the start of their first term in school. The teaching of formal aspects of literacy and mathematics is thorough and, in general, meets the needs of the children. However, the balance between structured and free play activities is unsatisfactory. There are few activities provided that promote the children's independence. Provision for physical development also has some important limitations associated with the development of agility and the control of larger movements. The management of children overall is satisfactory and all adults who work with the children provide appropriate support and guidance. They listen with interest to what the

children have to say and, through careful questioning, help to develop their communication skills and maximise their learning. Planning, however, is not sufficiently focused to take full account of the needs of all children. Although the teacher is new to the school, she is very aware of the need to provide purposeful activities that will engage the children and improve their progress.

19. Across the school, the quality of teaching and pupils' learning is unsatisfactory in information and communication technology and design and technology. In these subjects, there is insufficient progressive teaching of appropriate concepts and skills to enable the curriculum to be fully implemented.

20. At Key Stage 1, the quality of teaching and learning is good and pupils make good progress. During the inspection, 14 lessons were observed, eight were good and six were satisfactory. This means that teaching in nearly six out of ten lessons was good. At this key stage, teaching is good in English, science, art and design and music. It is satisfactory in mathematics, geography, religious education, history and physical education. Since the last inspection, teaching has been improved in art and maintained in most other subjects, except that it has fallen in information and communication technology, design and technology and in geography.

21. At Key Stage 1, strengths in teaching which positively influence the quality of pupils' learning include the opportunity for pupils to demonstrate what they know and can do, and lessons where current teaching is clearly based on what has gone before. The younger pupils at this key stage are made to feel welcomed and secure in their classes by the warm, open manner of the teachers and they are provided with appropriate opportunities to learn and investigate practically whenever possible. Further examples of effective teaching were observed in a science lesson to younger pupils exploring their sense of touch. An interesting and challenging discussion introduced the topic well. This encouraged pupils to consider features of their own skin as well as objects that they might touch. Their interest was further encouraged as they looked at their own fingerprints and a variety of others obtained from a local policeman! They then proceeded to feel for themselves a well prepared and presented selection of objects of different shapes, sizes and temperatures. The result of this lesson was the promotion of very good attitudes and responses from the pupils and it developed their appreciation of the sense of touch very well.

22. At Key Stage 2, the quality of teaching and learning is also good. It is particularly effective at the end of the key stage. During the inspection, 14 lessons were observed at this key stage. Over a half of them were good and nearly a quarter were very good. This has maintained well strengths which were also evident at the previous inspection. At this key stage, teaching is good in English, mathematics, science, geography, art and design and music and satisfactory in religious education and history. There was insufficient evidence for a judgement to be made about the quality of teaching in physical education. Since the last inspection, the good teaching has been maintained in all subjects except in art where it has been improved and in information and communication technology and in design and technology where the quality has dropped.

23. At Key Stage 2, strengths in teaching which positively influence pupils' learning are the teachers' good subject knowledge and their use of specific technical vocabulary, and their management of discussions to ensure the active participation of most pupils. Teachers' lesson plans are clear and full and they make reference to the specific learning intended in the lesson. This is often shared with pupils at the beginning and during the lesson. These features encourage active learning and ensure that pupils clearly know what is expected of them and that they remain very well motivated and keen to learn. An art lesson to Year 5/6 pupils, where they were observing and re-creating bark patterns illustrated several further features of good and very good teaching. The teacher was well prepared and she taught the lesson at a brisk pace and with great enthusiasm. Pupils were encouraged to look carefully at different pieces of bark, to examine their texture and to re-create their own patterns using pencil shading. The teacher skilfully used pupils' work to demonstrate aspects of good technique to others. This was highly valued by the pupils whose work was being shown. Pupils were given very good

support and encouragement in their work, including the use of practice boards for their preliminary attempts. As a result of this effective teaching, pupils' skills in observation and confidence in pencil work were developed very well and most gained a commendable pride and satisfaction in their work.

24. The quality of teaching for pupils with special educational needs is good and promotes pupils' good learning in lessons. Teaching is well focused on pupils' needs and the targets on their individual education plans are clear and realistic. Teachers ensure that pupils with special educational needs have appropriate work, which provides an appropriate level of challenge but is achievable. There is a close partnership between teachers and learning support assistants to provide well planned activities in lessons. As a result, pupils make good progress, both in their grasp of the basic skills, and in their confidence and attitudes to work. Learning support assistants generally provide good support in lessons, in small group work and work with individual pupils. In most classes, they are used effectively to monitor and assess pupils' responses during whole class teaching sessions. In some classes, they effectively teach additional literacy and numeracy support programmes.

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

25. Overall, the quality and range of learning opportunities provided by the school are unsatisfactory. Although in many respects the school provides a wide and rich range of opportunities for pupils, it does not fully meet statutory requirements for the provision of design and technology, nor does it make the required provision for the development of pupils' swimming skills. It does not, therefore, provide a well balanced and broad range of opportunities for pupils. In the school's previous inspection, curricular opportunities were judged to be broad and well balanced and covered well the requirements of the National Curriculum. Insufficient improvement has been made since the last inspection. Religious education is taught according to the locally agreed syllabus and appropriate attention is given to sex education and drugs awareness. Health education is included in the science curriculum. Total teaching time is in line with national recommendations and time allocations are appropriate for different subjects, including pupils' personal and social education. Not all policies and schemes of work have been updated to reflect the requirements of the Curriculum 2000.

26. Long term and medium term planning are good and, apart from information and communication technology and design and technology, provide well for the coverage of all programmes of study. The National Literacy and Numeracy Strategies provide a clear framework for planning and the school is making judicious use of the curricular guidance provided by the Qualifications and Curriculum authority for the development of useful medium term plans in other subjects in the curriculum.

27. Curricular planning at all levels is monitored regularly by the headteacher. The Literacy and Numeracy Strategies have been fully and effectively implemented and have been used well to support pupils' good progress in English and mathematics. Literacy is taught daily and staff have an appropriate regard for the requirements of the National Literacy Strategy. The school has identified as a priority the development of pupils' extended writing skills across the school and has worked hard with the local education authority literacy consultant to provide additional training for teachers and to work towards consistent expectations for the development of pupils' skills. Basic numeracy skills are taught well and this is an important reason for the good progress that pupils make in mathematics across the school. Curricular planning for science provides an effective combination of units from the Qualification and Curriculum Authority guidance and the school's own units of work. This provides a good level of challenge for all pupils.

28. Teachers make good use of the mixed age classes in the school to provide a good level of challenge for younger pupils and good support for older pupils. There is appropriate regard for the differing curricular needs of pupils in the Year 2/3 class which crosses both key stages. However, in this class, the rolling curricular programme for history and geography does not completely ensure that

pupils cover all required aspects of each subject. The school is aware of this issue and is considering how to amend the planning.

29. Overall, the curriculum for children in the Foundation Stage is unsatisfactory. Planning follows the recommendations of the curricular guidance for the Foundation Stage. However, it is not firmly embedded in the short term and, whilst some lessons take good account of the needs of such young children, in general, provision for indoor and outdoor play is insufficient both in range and frequency. Reading, writing and mathematics are well structured and elements of the development of children's knowledge and understanding of the world are appropriately planned. However, the range of activities is too narrow and the experiences provided do not sufficiently encourage children to make choices and develop independence.

30. Curricular provision for pupils with special educational needs is good. There is good provision made for pupils' literacy support through the Additional Literacy Support and the Early Literacy Support programmes. There is an effective partnership with the learning support services' special educational needs teacher to provide for the identified literacy needs of a group of pupils in Year 1. Individual education plan targets are clear, achievable and relevant. They are regularly reviewed. Their targets include goals for literacy, numeracy and behaviour. The needs of pupils with statements of special educational need are well met, and their annual reviews provide a good focus for further improvement.

31. The school provides a good range of extracurricular activities and additions to the curriculum. This judgement does not support a concern expressed by several parents in their pre-inspection questionnaire, although provision in Key Stage 1 is limited. Activities include clubs for netball, football, gardening and drama. Pupils also take part in several sporting tournaments which additionally include stoolball, cricket and summer sports. The school also provides important enhancements to the curriculum which add significantly to pupils' experiences and improves their learning. Some pupils have music tuition in playing the flute and the trumpet from a visiting specialist. All pupils take part in a good number of musical events which include a nativity play and music festivals for both younger and older pupils. Older pupils are offered opportunities for two residential visits, which enhance their understanding in geography and history and provide good opportunities for personal and social development. Pupils in Years 5 and 6 visit a residential centre in Cumbria for five days and pupils in Years 4 and 5 take part in a three day visit to Kingswood Activity Centre in Norfolk. All pupils and staff in the school take part in a Victorian Day where pupils experience a day in the life of a Victorian school. The school provides enriching and interesting experiences for pupils through the visits of artists in residence who have worked with all pupils in the school to create a large scale mosaic mural and a batik wall hanging. These significantly enhance the attractiveness of the school hall and pupils are proud to identify their own contribution. Book weeks, book fairs and writing weeks create additional interest and are effective in developing pupils' literacy skills and experiences.

32. The aims of the school and the caring ethos of the school show a good regard for equality of opportunity in education. These are also applied to the good support for pupils of all abilities in the classroom and around the school. All pupils are effectively involved in class discussions and activities. However, a weakness is that the school has no formal policy statement to ensure that these good practices remain consistent when new staff join the school.

33. There are good links with the local community. The school makes good use of the local area to enhance all pupils' experiences in their study of areas such as history, geography and science. Older members of the local community visit the school to talk about their childhood to enhance pupils' awareness of how people's lives change over time. The school choir takes part in a number of local music festivals and, during the week of the inspection, sang at a local social centre for older residents. There are appropriate links with the village church and pupils take part in carol services and harvest festival services. Parents and members of the local community attend the school drama productions. There are appropriate links with the secondary schools that pupils attend. The co-ordinator for special

educational needs ensures that these schools have a good level of information and she meets with staff to ensure they understand pupils' needs. All pupils visit the local secondary schools for special events and pre-transfer visits. There are good links with the local playgroup and good transfer of information when pupils join the school.

34. The school effectively promotes the personal, social and health education of its pupils through teaching and informal discussions on sensitive issues. It provides a good structured programme for Years 5 and 6, including sex, health and drugs education in timetabled lessons and through science and religious education. However, there is no formal curriculum for this aspect of pupils' development at Key Stage 1, although some aspects, such as bullying, are covered in assemblies. There is good input from local police for all year groups on stranger-danger, road safety and drugs awareness. The school nurse and the fire service have also visited the school for talks. Year 6 annually take part in the Safety in Action sessions organised by local services.

35. The provision for pupil's spiritual, moral, social and cultural development is good overall, with particular strengths in provision for moral and social development. The school's well detailed policy is reflected in the very good relationships in the school and pupils' very good behaviour and attitudes to their work. In the previous inspection, the provision was regarded as a 'significant strength'. This strength has been continued well since then.

36. Provision for pupils' spiritual development is good. The spiritual aims of the school are addressed well. Collective worship includes hymns, reflection and, often, the recitation of the school prayer. The Christian foundation of the school is well reflected in the themes represented in the mosaic mural and in the simple wooden cross both of which are well displayed in the hall. Pupils' spirituality is developed well in religious education lessons where, for example, pupils write prayers as part of their work on harvest thanksgiving. In a good Year 2/3 religious education lesson, pupils' awareness of the meaning of advent was enhanced when the teachers' lighting of a revolving advent calendar captivated their attention. In a good Year 1/2 science lesson, pupils were exploring the different senses and were amazed when the foil packages they were given were hot rather than cold. Pupils are given good opportunities through their work in art to develop their spiritual awareness when they study the work of other artists and use their own ideas to create different effects. Music is used effectively to create a reflective atmosphere as pupils enter and leave the hall during collective worship. Pupils' thoughtful and expressive singing of hymns and carols reflect their good awareness of the meaning and significance of the words.

37. The school makes very good provision for pupils' moral development. The school's ethos places a high regard on the value of each individual and this ensures that pupils have a good respect for each other and their teachers. This is very well supported by the good role models provided by all staff in the school. The consistent and caring way in which staff deal with pupils helps them to appreciate fairness and tolerance very effectively. This is clearly reinforced by the headteacher's leadership in collective worship. High expectations for good behaviour and the simple rules used by the school create a clear understanding of right and wrong. The school has a well understood reward system which emphasises positive aspects to provide a higher profile for behaviour and attitudes which the school wishes to promote. This confirms a significant strength of the school which was suggested by most parents at their pre-inspection meeting.

38. There is very good provision for pupils' social development and parents agree that the school is helping their children to become mature and responsible. The school has a friendly and welcoming ethos, with very good relationships and all adults in the school provide an open and friendly atmosphere, which encourages the development of pupils' skills effectively. Pupils with special educational needs, including those who have statements of special educational need, are integrated very well into a caring community and into all activities offered by the school. Pupils are given good opportunities to work together in groups and pairs and to share resources and equipment. In literacy lessons, pupils discuss ideas together and support each other in developing their writing. This good and

often very good collaboration was seen in Year 2/3 lessons in music and dance where pupils discussed and planned their performances effectively in small groups. In Year 6, there are very good opportunities for pupils to consider the wider world outside school and to learn useful skills of making contact with a variety of agencies in their investigative work in geography. In Years 3 and 4, there are good opportunities for pupils to develop their personal independence. In their art lesson, pupils selected their own resources and shaped their materials. Pupils have appropriate opportunities to take responsibilities for tasks suitable to their ages and development both within the classroom and in the school community. These include preparing for assemblies, helping with younger pupils in the playground and acting as monitors in the lunch hour.

39. The school makes good provision for pupils' cultural development. Their lessons in religious education promote a good regard for the main elements of the Christian faith and also other faiths such as Islam and Judaism. They have good opportunities to learn to appreciate the art and music of a range of cultures. For example, pupils listen to a good range of music both in their lessons and when they enter the hall for assemblies. In their lessons, they learn about Caribbean and African music as well as the music from composers such as Ravel and traditional hymns and carols from western culture. Pupils' wide ranging experiences in art give them very good opportunities to appreciate artists from western culture. These include artists such as Picasso, Kandinsky and Lowry. There are also good opportunities to learn about the work of artists from other cultures seen to good effect in their work on African masks. In history and geography, they learn about cultures of different times and in different places. For example, in their work in geography, pupils have good opportunities to study their own locality and distant localities such as St Lucia. Their residential visits provide them with good opportunities to study other localities in Britain. In their work in history, pupils have good opportunities to study their own culture in their work on Victorian Britain and other cultures in the past in their work on Ancient Greece and Rome. Pupils also take part in a whole school production of a musical version of one of Shakespeare's plays each year.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

40. The school is a caring community, which has effective procedures to ensure the health, safety and welfare of its pupils. Local authority guidelines on child protection have been adopted. Child protection procedures, which were criticised at the last inspection, are now good. The headteacher has been recently trained and training has been given to all staff. This represents a good response to a key issue identified at the last inspection. Health and safety practices are good. Sensitive arrangements are made for dealing with pupils' medical conditions. Accident procedures are thorough and a good number of staff have first aid qualifications. Risk assessments are carried out regularly and the level of the governors' involvement is high. The level of supervision at lunch and play times is good and security is good. Effective links are established with social services and other external agencies when required.

41. Overall, the monitoring and support of pupils' academic performance and personal development are satisfactory. The newly revised policy for planning, assessment, recording and reporting gives a clear breakdown of the assessments and tests used in the school. Overall, the school has effective systems in place for assessing pupils' attainment and progress in English and mathematics. Very soon after children enter the school at the Foundation Stage, they are assessed using the local authority procedures designed for this age range of children. This information is beginning to be used to track the progress of individual children as they move through the school. In the intervening period between the national tests in Year 2 and Year 6, the school uses the optional tests in English and mathematics for Years 3, 4 and 5, similar to those at the end of Key Stage 2. The results of these tests provide the school with a judgement of the levels that pupils have attained at the end of each year. However, they are not being used to forecast the level pupils are expected to achieve in the following year. Pupils undertake a further range of standardised tests and these are used by the school to track pupils' progress and to set the end of Key Stage 2 targets. The school is beginning to look carefully at all this



information and to use it to identify weak areas in pupils' learning. In general, assessment opportunities are identified in teachers' weekly planning and notes are added to help inform planning for the following week. More detailed notes are kept in the teachers' own files. The school knows its pupils well and there are appropriate systems in place for the sharing of information with parents.

42. The school has recently adopted the Qualifications and Curriculum Authority schemes of work for most other subjects of the National Curriculum and is beginning to use the examples provided to assess the attainment of different groups of pupils. However, these procedures are new to the school and have yet to be monitored for success. Pupils' work is regularly monitored by the teachers and a record of their progress in each subject is kept for each year group in teachers' 'National Curriculum Record' books. Each pupil has a 'Record of Achievement File', which contains evidence of their achievement and progress. All relevant information, such as test scores over time, pieces of work chosen by the pupil and any relevant comments by the teacher and pupil are included. These records are passed on from teacher to teacher to assist in tracking individual pupils' progress. Although there are now many appropriate procedures in place, these are not firmly embedded in practice to provide the school with a cohesive approach to assessment.

43. Personal development is monitored satisfactorily through teachers' personal knowledge and some classroom files. Annual reports include clear and useful comments on pupils' personal development. Concerns about underachieving pupils are quickly followed up and good monitoring takes place of pupils with particular problems. Behaviour management is consistently very good. The approach of the staff is consistent and combines high expectations with a good variety of stickers, star charts and special achievement certificates. Older pupils, as well as teachers, set good examples of courtesy and consideration for others.

44. Children in the Foundation Stage are well cared for and it is evident that they feel at ease in the Reception class. Assessment and record keeping procedures are developing well with the newly introduced shared system between the Reception teacher and leader of the pre-school play group on the school's site. The Local Education Authority's assessment on entry to the school is carried out when the children enter the Reception class and the results of these are now being used to track the progress that individual children make.

45. The care and support of pupils with special educational needs are good. Teachers, learning support assistants and classroom assistants know the pupils they work with well. The supportive and caring ethos of the school is well reflected in the way in which pupils with special educational needs have good opportunities to take part in all school activities. Their contributions are valued highly and their achievements are well recognised. This is particularly true for those pupils who have statements of special educational need and helps to ensure that these pupils make good progress. Pupils' needs are quickly identified when they enter the school and appropriate arrangements are made for the regular reviews of their progress. There is generally good liaison with all outside agencies who provide support but there is particularly good liaison with the learning support services special educational needs teacher. She visits the school on a regular basis and provides a very good level of support in the identification of pupils' needs, the assessment of their progress and in the introduction of new and relevant strategies. This support is valued highly by the school. Careful records are kept of pupils' progress.

46. Procedures for monitoring attendance and punctuality are good. If a pupil has not arrived in the morning and there is no call from parents, the school telephones the pupil's home immediately. The registers are checked daily by the administrative staff and regularly by the headteacher to monitor for patterns of lateness and absence. There are good links with the educational welfare officer.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. Parents at the meeting and in response to the questionnaire were very supportive of the school and all that it does for their children. They felt very strongly that the teaching was good, that the school had

high expectations of their children and helped them to become mature and responsible. They also felt that the school was well led and managed and they were comfortable about approaching the school with suggestions or complaints. A substantial proportion of parents of children in Key Stage 1 felt dissatisfied with the range of activities outside lessons. The findings of the inspection support the parents' positive views. The provision of extracurricular activities is similar to those found in most primary schools.

48. The school has effective links with parents. This has maintained well strengths identified at the last inspection. The information provided for them is satisfactory. The prospectus is attractively presented and includes helpful guidance on homework. It complies with statutory requirements, as does the governors' Annual Report to parents. Newsletters are frequent and friendly in tone and good advance warning is given to parents about forthcoming events. Good information on the curriculum is given each year to parents to allow them to help children with their learning. The induction booklet for new parents is useful, although this does not include information on the Foundation Stage curriculum. Most parents have signed the home/school agreement. Home/school reading books and homework diaries are used well as a dialogue between parents and school. Reports are good and include good opportunities for parents and children to comment, although they do not set targets. There are an appropriate number of consultation meetings, although parents would appreciate a third meeting in the spring term. There is good communication with parents on an informal basis. A good number of parents help in school regularly and others help on trips, visits and with sporting activities. Residents of the village have visited the school to talk about life in the 1930s. Parents feel very welcome in the school. The School Association organises a good range of social and fundraising activities. Funds are put to very good use in buying equipment to enhance pupils' education.

49. Induction procedures for children in the Foundation Stage are good. The school has established a good induction programme that ensures that all children have a happy and secure start to school. This process involves children from the playgroup joining children in the Reception class for afternoon play in the playground during the spring term and for story times in the summer term. A useful 'Starting School' booklet is provided for parents that offers suggestions for preparing children for school and also explains in detail the school's approach to reading. It does not, however, contain information about the Foundation Stage curriculum. Parents are given the opportunity to meet with the Reception teachers at regular intervals through the year to discuss their child's progress.

50. The school works closely and effectively with the parents of pupils who have special educational needs and particularly with those pupils who have statements of special educational need. This is reflected in the home contact diary which is maintained on a daily basis for one pupil and which reflects the good progress he has made against his targets. It also provides a close analysis of the effectiveness of different strategies. All parents are kept closely informed of changes to the provision for their child as soon as the school has identified any concerns. All parents are invited to discuss their child's progress with the co-ordinator for special educational needs when changes to their provision occur. Parents feel very positive about the support that their children receive.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

51. The headteacher's leadership and management of the school are good. A significant strength in his leadership is the way in which his sensitive and caring approach to pupils, staff and parents, enables the school's aims and ethos to be addressed well. He has worked hard and successfully to create a cohesive team and to build on the good reputation the school has in the village and the wider community. There is a high level of trust and confidence in the school indicated by the parents who attended the pre-inspection meeting and in their questionnaire returns. Parents in 98 per cent of the questionnaires returned thought that the school was well led and managed.

52. At the last inspection, the quality of leadership was judged to have been very good. The difference between that judgement and the current position is partly explained by the lack of impetus towards school improvement caused by the headteacher having to deal with a significant but sensitive personnel

issue which has had a major impact on the work of the school during the current and previous year. It required considerable time and energy from the headteacher and governing body and limited their capacity to move the school forward at this important time. However, the issue has been dealt with well and its effects on the life and the work of the whole school community have been minimised.

53. The school development plan is concise and identifies appropriate areas for development in the school. The process of devising the plan is secure and the linking of the development priorities to objectives in the new Performance Management procedures is good. The school has used these procedures well to bring coherence to the development process. Minor weaknesses are that the co-ordinators' subject action plans, which are helpful and relevant, are not clearly part of the formal development plan. As a result, there is insufficient detail in the formal development plan timetable for governors to track easily and monitor the school's work through the year. The school maintains satisfactory procedures for monitoring and evaluating its work. For example, the results of recent national tests have been analysed well and an appropriate response to the 'dip' in attainment in the 2000 tests has been made.

54. The impact of the senior teachers on the school's work is positive and effective. Senior teachers are good classroom practitioners and take an important lead in managing several subjects and aspects of the school's work. The role of the headteacher and co-ordinators in monitoring teaching and learning in English, mathematics and science is effective. Classroom observation is now an important part of the performance management process. However, the management of other subjects is less well developed. This is particularly true in subjects that have fallen to the headteacher to manage temporarily. The current position is overburdening the headteacher, is not an effective use of his time, and does not sufficiently support and encourage developments in subject areas across the curriculum. This is one important reason why the school does not now meet requirements for design and technology and physical education. However, the work done in enabling the co-ordinators in English, mathematics and science to observe teaching and learning in their subjects represents a satisfactory response to the key issue at the previous inspection which identified this as an area of weakness.

55. Overall, the governing body gives sound support to the leadership and management of the school. A strength of the work in this area is the close and effective relationship between the chair of governors and the headteacher. Governors' work is well supported by committed and knowledgeable individual governors. The governors are well aware of the school's strengths and weaknesses and, despite some recent setbacks, they are now working positively to move the school forward. The necessity of dealing with the recent sensitive issues has led to a significant loss of impetus in the governing body's capacity to support the development of the school. As a result, procedures to improve the monitoring and evaluation aspects of their role as 'critical friends' have not been sufficiently developed. Individual governors visit the school regularly, but their visits do not have a specific focus which is consistently related to current school development priorities. Governors do not fully meet all their statutory responsibilities as important elements of the curriculum for physical education and design and technology are not being appropriately taught.

56. The school's financial planning is secure. The shared responsibility of managing and monitoring the day to day spending of the school between the headteacher, the school secretary and the governors' finance committee works well. There has not been a recent local authority office audit. The funds provided as specific grants for staff training and for provision for pupils with special educational needs are used appropriately.

57. The management of the provision for children in the Foundation Stage is, at present, the responsibility of the temporary Reception class teacher. This is while the usual class teacher and co-ordinator is on maternity leave. The senior teacher in the Year 1/2 class provides helpful support to the new teacher. The quality of relationships in the Foundation Stage is good and the teacher is well supported by a classroom assistant. The indoor accommodation is sufficiently spacious to support children's learning, however, the outdoor area adjacent to the Reception class is very small and

grassed. Consequently access to outdoor activities is largely dependent on the weather and the area is much too small for children to use for physical activities. Resources overall are unsatisfactory and inadequate to meet the needs of young children.

58. The co-ordinator for special educational needs carries out her responsibilities effectively and with a very good level of commitment. Pupils' progress is carefully tracked and detailed records are kept of all contacts with outside agencies. The school has appropriate arrangements for liaising with the secondary schools which pupils attend. The co-ordinator meets with staff there to discuss any relevant aspects of pupils' special educational needs before they transfer and pupils have appropriate opportunities to visit in the year before they move to secondary school. The school fully meets the requirements of the Code of Practice for special educational needs. Allocated funds are used to good effect. Resources are satisfactory and provide for pupils' needs as they are identified. Learning support assistants are committed to the pupils with whom they work and value the strong partnership and team work between all members of the school staff. These effective relationships contribute significantly to the quality of teaching and learning. Learning support assistants are well qualified and highly motivated and are encouraged to be involved with in-school training and to attend training courses.

59. There are appropriate teaching and support staff for the implementation of the full curriculum. Teachers' expertise is used satisfactorily although there is currently some imbalance in the distribution of subject roles and responsibilities, which has left the headteacher overburdened. Support staff work effectively with teachers and this enables pupils with special educational needs to achieve well and to make good progress. Overall, the school's accommodation is satisfactory. The hall is small and this limits the effectiveness of physical education lessons for older pupils. The two classrooms for pupils in Years 4, 5 and 6 do not have sinks but do now have access to an outdoor tap for water. This was a shortcoming identified at the previous inspection and still poses difficulties for teachers planning and undertaking some practical subjects. The outdoor accommodation of the school is good. There is an appropriate hard-surfaced playground, which has some interesting and challenging areas to stimulate pupils during their playtimes, and a good expanse of grass for outdoor physical education activities and recreation in the summer months.

60. Overall, resources for the teaching of the National Curriculum are satisfactory. They are satisfactory in all subjects except in art where they are good. The ratio of computers to pupils is now just below the national average. Resources for the Foundation Stage are unsatisfactory. There are deficiencies in the provision of role-play equipment, appropriate construction toys and in outdoor play and clambering resources. There is no separate outdoor play and activity area for these children. This limits opportunity to promote their physical development.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

61. In order to continue to improve the quality of education offered to the pupils the headteacher, governors and staff should:

- (1) Ensure that the full National Curriculum requirements are met for the teaching of physical education and design and technology.**  
*See paragraphs 25, 102-105, 125-128*
- (2) Further develop provision for children in the Foundation Stage\* by:**

  - increasing and improving opportunities for children to take part in creative play activities and activities that they have selected themselves;
  - improving children's physical development by providing a separate, outdoor play and activity area which is appropriately resourced;

- improving resources, especially for role-play activities, for increasing children's awareness of other cultures and the range of appropriate construction equipment.  
*See paragraphs 1, 14, 29, 57, 62-69*

**(3) Raise the standards achieved in information and communication technology across the school by ensuring that a full scheme of work which identifies appropriate knowledge, concepts and skills, is taught progressively across the school.**

*See paragraphs 4, 6, 114-118*

**(4) Review and revise the roles and responsibilities of the curriculum co-ordinators.**

*See paragraphs 54, 105, 109, 128, 133*

\* Identified in the school development plan.

### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Provide a policy that outlines the school's approach to inclusion and equal opportunities.  
*See paragraph 32*
- Review and revise all subject policy and guideline statements to ensure that they support teachers in their work and make reference to most recent guidance and recommendations.  
*See paragraphs 91, 105, 109, 113, 118, 124, 128*
- Provide a more detailed summary of the school development plan to enable staff and governors to gain a clearer picture of termly objectives.  
*See paragraph 53*
- Further develop the evaluative and monitoring functions of the governing body.  
*See paragraph 55*

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	21

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	17	13	0	0	0
Percentage	0	9	52	39	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	128
Number of full-time pupils known to be eligible for free school meals	3

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	22

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

#### **Authorised absence**

	%
School data	4.5

#### **Unauthorised absence**

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*



### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	8	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	19	21
Percentage of pupils at NC level 2 or above	School	86 (84)	90 (89)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	21	21
Percentage of pupils at NC level 2 or above	School	86 (84)	100 (95)	100 (89)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	13	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	19	17	20
Percentage of pupils at NC level 4 or above	School	90 (95)	81 (95)	95 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	19	19	21
Percentage of pupils at NC level 4 or above	School	90 (86)	90 (95)	100 (95)
	National	72 (70)	74 (72)	82 (79)

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

- Data omitted because of small year groups.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	113
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y1**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21.3
Average class size	25.6

#### **Education support staff: YR – Y1**

Total number of education support staff	7
Total aggregate hours worked per week	137.5

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-2001
	£
Total income	290441
Total expenditure	288044
Expenditure per pupil	2215
Balance brought forward from previous year	15285
Balance carried forward to next year	17682

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	93
Number of questionnaires returned	54

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	24	7	0	0
My child is making good progress in school.	57	33	4	0	6
Behaviour in the school is good.	74	22	0	0	4
My child gets the right amount of work to do at home.	50	37	11	0	2
The teaching is good.	70	28	0	0	2
I am kept well informed about how my child is getting on.	59	24	13	4	0
I would feel comfortable about approaching the school with questions or a problem.	69	24	4	0	4
The school expects my child to work hard and achieve his or her best.	70	22	2	0	6
The school works closely with parents.	56	30	13	2	0
The school is well led and managed.	80	19	0	0	2
The school is helping my child become mature and responsible.	69	28	0	0	4
The school provides an interesting range of activities outside lessons.	41	26	19	4	11

### **Other issues raised by parents**

- Children achieve well and make good progress.
- Children's attitudes and behaviour are very good.
- Good links are established between home and school.
- The school is open to parents' comments and suggestions.
- The school provides good extra opportunities for children, especially in music and drama.

## **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**

62. The children are admitted to the Reception class during the year in which they become five, either part-time or full-time, depending when their fifth birthday occurs. Most children have attended the pre-school playgroup that is on the school site. The range of attainment measured by baseline assessment shows that children's attainment on entry to the school is below average. Many find it difficult to mix socially and demonstrate poor listening skills. At the time of the inspection, the Reception class teacher was on maternity leave and the present teacher had only recently taken up the appointment. However, she has already developed a good relationship with the children, which enables them to feel safe and secure. The direct teaching of formal aspects of literacy and mathematics is thorough and the activities provided are carefully chosen to keep within the limits of their short attention spans. However, provision for all the designated areas of learning and development for children in the Foundation Stage is unsatisfactory. In particular, there is insufficient free play and free choice to facilitate the development of social relationships and language. Despite these shortcomings, the quality of teaching and learning for children in the Reception class is satisfactory overall. By the end of the Reception year, most children are achieving satisfactorily and are on course to meet the Early Learning Goals in their mathematical development, knowledge and understanding of the world and in their creative development. However, in their personal, social and emotional development, communication, language and literacy and in their physical development, their attainment is below average for this age group. Children with special educational needs attain similar standards and make similar progress to that made by other pupils. No reference was made in the previous inspection, to the school's provision for children in this age group.

#### **Personal, social and emotional development**

63. Overall, the personal, social and emotional development of children is below average. During whole class sessions, many children find it difficult to sit quietly and listen attentively to the views of others. They are happy to contribute their own ideas during discussion but do not always remember to take turns when speaking. When given the opportunity, they are eager to explore new learning and show interest in the experiences provided for them. Although the teaching of relationships and interaction is of good quality, the provision for free play, which supports the development of personal, social and emotional development at this age, is insufficient. Free play is far too limited in terms of both scope and frequency. This reduces the children's co-operation with others and their abilities to work and play collaboratively. The children also have limited opportunities to develop their independence in selecting and pursuing an activity. Consequently, many children find it difficult to share resources fairly and establish constructive relationships with other children. There are a number of children in the Reception class who show some boisterous behaviour when they are not under direct supervision. However, most children settle quickly to the more structured group activities, such as literacy and numeracy, and show ability to concentrate for appropriate periods of time. Most children attend to their own personal hygiene appropriately and learn how to undress and dress themselves independently before and after physical education lessons.

64. The quality of teaching and learning in this area of development is satisfactory. The relationship between the teacher and the children is good and one of moderation and sensitivity. All adults working in the Reception class provide good role models for the children, always treating each other and the children with courtesy and respect. This leads to trusting relationships and is beginning to help children develop an awareness of others. The range of resources available to support this aspect of children's learning is insufficient and there are few that provide children with the opportunity to experience differences in cultures other than their own.

## **Communication, language and literacy**

65. Overall, children generally make satisfactory progress in this area of learning, although speaking and listening are weaker than formal literacy skills. Many children find it difficult to listen attentively and to take account of what others say. They have little opportunity to take part in role-play and free play is limited which restricts their language development. Consequently, the attainment of many children is below the recommended Early Learning Goals in this aspect of learning. All adults use talk well and are good active listeners. Throughout all the areas of learning, both the Reception teacher and classroom assistant talk to the children individually and in groups to develop their awareness of the spoken language. However, less attention is given to joining in with the role-play activities that are on offer, to extend children's imaginative ideas. Reading books are introduced at the appropriate time and the children readily share them with adults. They understand how books are organised and know that words and pictures carry meaning. Many children are beginning to associate sounds and letters and can recognise their own names. There is good liaison between the teacher and the parents who support their children well. In writing, children know that marks and shapes on paper carry meaning and make attempts at writing. The more able children attempt a simple caption for a picture, such as 'Meg the hen', but, in general, many are still at the early stages of writing and rely upon an adult to act as a scribe for them. Elements of the National Literacy Strategy are introduced gradually in the Reception class and are mainly appropriately used by the teacher to meet the needs of the children. A satisfactory understanding of letter sounds is developed through the use of a commercially produced phonic scheme. However, few opportunities are provided for the children to develop their early writing skills while at play. Resources are generally satisfactory to teach the more formal aspects of this area of learning, but there is little to support children's role-play activities. The overall quality of teaching and learning is satisfactory.

## **Mathematical development**

66. The teacher's sound awareness of how to develop this area of learning through a structured programme of practical experiences enables the children to make satisfactory progress. Consequently, many children are on course to meet the Early Learning Goals for mathematics. There are regular opportunities for children to count, sort, match and seek patterns when working with numbers, shape, space and measures. Numeracy skills are developing satisfactorily and many children are able to recognise, count and work with numbers from one to at least five. Most children develop a sound understanding of mathematical language, such as 'more' and 'less' and use it to compare two numbers. They are able to record this work and, as a result, develop a suitable range of methods to reinforce and support their learning. Most children are beginning to identify and create patterns involving colour and shape and recognise shapes such as circles, squares and triangles. The teaching of this area of learning is satisfactory overall, although some aspects are good. For example, during a numeracy lesson, the teacher made good use of a big book entitled 'Pretty Patterns' to promote discussion and focus the children's attention on the repeating patterns in the pictures. By providing a suitable range of practical activities such as, printing, threading beads and by using coloured paper squares to create a repeating pattern, the children developed a secure understanding of the idea. In general, the resources available provide children with appropriate support for their sorting and counting activities.

## **Knowledge and understanding of the world**

67. In this area of learning and development, children's progress is satisfactory and most children are on course to meet the expected standard by the end of the Reception year. Children talk about where they live, their families and their immediate environment. They know the routine for the day and understand that there are different times for daily events. The curriculum, in general, offers them an appropriate range of experiences to extend their knowledge of the world around them. Overall, teaching and learning are satisfactory. The teacher takes appropriate account of the short attention span of young children and focuses on 'hands on' experiences that link with the content of the Key

Stage 1 curriculum. Taking themes such as ‘Ourselves’, activities are planned that enable children to explore aspects of science, technology and the environment that relate appropriately to their own experiences. For example, children were given the opportunity to use their senses to identify the different flavours of crisps, first by smelling them and then by tasting. In the same lesson, they experienced the pleasure of making sandwiches by using a knife to spread butter and jam onto bread. A ‘finding out’ table provides children with the opportunity to explore and use their senses to feel and look closely at objects. They are able to manipulate a variety of simple tools to cut and join materials and use construction toys to build models. However, this is limited, since the range of construction equipment available for the children to explore is narrow. The children are becoming increasingly confident in using a computer. They learn to use the mouse to click on items on screen to match parts of a whole picture, such as the wheels of a train. Work on display shows that the children have used a paint program to produce some effective pictures of their own faces. Although the children are introduced to a suitable range of religions and beliefs through religious education and literacy, there are insufficient role-play resources that reflect a variety of different cultures.

### **Physical development**

68. Children are able to use drawing and painting tools well and use small-scale construction toys and puzzles suitably. However, their larger movements are relatively undeveloped. Although they can express themselves enthusiastically when bending and shaking in time to music, these lack refined control. The children are able to run and move in different ways around the hall, but not all are aware of their own space and that of others. They find it difficult to stop their movements immediately and to work with a partner. Children are only gradually making progress in this area of physical development and, consequently, their attainment is below that generally found at this age. There is no suitable designated outdoor area or a full range of equipment for the children to use, enjoy and refine their physical skills. Provision for appropriate and frequent enough free physical play with push and pull toys, wheeled toys and clambering apparatus is inadequate. This seriously hampers the development, control and refinement of the larger scale movements for these children. These shortcomings mean that teaching in this area of learning is unsatisfactory. Children do have the opportunity to join the older children in the main playground at break and lunchtimes. Although this provides them with a chance to mix and help develop their social skills, it is insufficient and does not allow time for them to develop control over their bodies and the way they move.

### **Creative development**

69. The children generally make sound progress in developing their creative skills and most are on course to meet the nationally recommended levels of attainment. The quality of teaching and learning is satisfactory and a suitable range of activities is provided for the children, within the limitations of the resources. Children use paint imaginatively and print with different objects such as their hands and fingers to create pictures. They learn about mixing colours to match their skin and hair colour to paint self-portraits. Many children have good drawing skills for their age. For example, when working with the support of the classroom assistant, they produced satisfactorily detailed observational drawings of fruit. When engaged in ‘hands on’ activities, they respond enthusiastically in a variety of ways to what they see, hear and touch. There is, however, insufficient provision for children to act out imaginary situations through creative play. When they do have opportunities for role-play, for example, in the area set up as a ‘Post Office’ these are not fully extended by the intervention of adults. Music is planned for on a weekly basis but was not observed during the week of the inspection. However, in whole school assemblies, the children enjoy joining in with the hymns.

## **ENGLISH**

70. Overall, standards in Year 2 are average while those in Year 6 are above average. These judgements are similar to those found in the school’s previous inspection. The findings of this inspection are also similar to the school’s results in the national tests in 2001 at Key Stage 1 where standards were average in reading and above average in writing. They are lower than the results

achieved in the 2001 tests at Key Stage 2 due to weaknesses in writing. The school has set challenging targets for the percentage of the current Year 6 group to reach average and above average standards in the 2002 tests. Appropriate targets for further development have been agreed which include the continued improvement of pupils' writing, particularly at Key Stage 2.

71. Pupils enter the school with below average attainment in their communication, language and literacy skills and they achieve well in English as they move through the school. Pupils with special educational needs achieve good standards compared with their previous attainment because they receive well planned and effective support in class, with regular reviews of their progress. The Additional Literacy Strategy in Year 4 and the Early Literacy Support programme in Year 1 support pupils' development well. The recent very good progress in reading by an older pupil with significant special educational needs reflects the school's very effective support. No significant differences between the achievement of boys and girls were observed during the inspection.

72. At Key Stage 1, standards in speaking and listening are average. Pupils enter the school with variable listening skills and levels of confidence. They quickly develop confidence, learn to listen effectively and contribute relevantly and with interest. This was evident when Year 2 pupils, as part of their preparation for writing their own poem, were contributing their ideas to a whole class collection of words to describe a starry sky. Pupils listened well to their teacher and to each other. They answered questions readily and were eager to contribute their ideas and phrases. Some higher attaining pupils could explain their ideas in good detail.

73. At Key Stage 2, standards in speaking and listening are above average. Pupils continue to listen attentively and productively. In lessons, they respond thoughtfully and show respect for the opinions of others. Most pupils express their ideas and opinions confidently and fluently and some higher attaining pupils often develop their answers in good detail. All pupils respond clearly to questions but a few lower attaining pupils need support to help them articulate their ideas more effectively. In a Year 6 language lesson, where pupils were developing their understanding of how to use more complex structures in their writing, pupils listened productively and carefully to their teacher. They responded to her challenging range of questions with a ready interest and showed they were able to use their voices to respond to both simple and more complex punctuation. Some pupils made thoughtful comments about how the voice could create suspense or tension and how these effects could be identified in their writing. Pupils use an appropriate and sometimes more complex range of vocabulary, expressing ideas clearly and usually concisely. In more informal group and pair discussions, pupils show that they are able to share and exchange ideas helpfully and productively. There were no opportunities to observe pupils speaking at length or to different audiences during the week of the inspection but teachers' planning indicates that these opportunities are appropriately planned across the curriculum.

74. Standards in reading are average at Key Stage 1. All pupils enjoy reading and most read with appropriate expression. A good example of this was seen in a Year 2/3 lesson where pupils were reading an extract from 'George's Marvellous Medicine' by Roald Dahl. Pupils listened avidly to their teacher's expressive reading and enjoyed the humour of the story. They contributed their own ideas to the discussion effectively showing a good understanding of the plot and characters. Across this key stage, pupils handle books confidently and read their books regularly at home and at school. More able pupils read confidently, with good expression and are able to talk about books. Average ability pupils read simple texts generally accurately and understand appropriate strategies to read unfamiliar words. Below average pupils are still developing a secure use of their phonic knowledge to help them in their reading.

75. Standards in reading are above average at Key Stage 2. In Year 6, pupils read fluently and with accuracy and some more able and average ability pupils are able to consider detailed aspects of plot and characterisation. Pupils talk confidently about the books they are reading and comment on characters with varying degrees of detail. However, too few pupils read a sufficiently wide selection of challenging texts in their own choice of reading. Research and referencing skills are developed well

across the key stage and across the curriculum. Although not all pupils are familiar with the Dewey system of organisation in the library, they regard the library provision in the school as a useful and accessible resource to supplement their own interests and their work in lessons. Most pupils understand how to use the Internet to access information but its use in the subject is not consistently planned.

76. The school has recognised that pupils' writing skills, particularly extended writing skills, have been a weaker element in pupils' attainment in Key Stage 2. In working closely with the Local Education Authority's literacy consultant, the school has recently developed useful strategies for raising attainment in pupils' independent extended writing across the school. However, these strategies are still relatively recently in place and are not consistently implemented in all classes. It is too soon for the school to be able to assess their full effect.

77. At Key Stage 1, standards in writing are average. Most pupils have a secure understanding of how to write coherent simple sentences. They write simple narratives of appropriate length for their ages as seen in their retelling of the story of Romulus and Remus from their work in history. More able pupils select a wider range of vocabulary. This was seen in their writing of a scene from 'George's Marvellous Medicine' where they wrote about 'the dusty, stuffy living room that smelt of old cabbage'. Although most pupils have a clear awareness of sentence structure, the coherence of their writing is variable. Whilst some are using their knowledge of phonics to help them write initial letter sounds and some simple words correctly, others are still focusing on basic skills such as letter formation and correct spacing of words. Although many have interesting ideas, levels of accuracy of both spelling and basic punctuation are too variable across the key stage.

78. At Key Stage 2, standards in writing are also average. In Year 6, pupils write for a good range of purposes, including poetry, prayers of thanksgiving, additional chapters to the book being studied, newspaper articles, autobiography, narrative, formal and informal letters. In the best writing, pupils use language, confidently and fluently. They use a good range of vocabulary and a sometimes mature range of expression. There is an appropriate use of a more formal range of vocabulary in such pieces as newspaper reports and in the writing of poetry. For example, in recent work, some used a careful and effective selection of vocabulary using phrases such 'enough dew to coat your thoughts in', and 'the slim peering eyes of a lurking metal monster'. Both average and above average pupils use editing and drafting techniques appropriately to improve their work. Average pupils are generally confident in the use of simple, and sometimes more complex, structures using a generally familiar range of vocabulary. There are sometimes weaknesses in the spelling of more complex words. They often express their ideas clearly but these sometimes lack 'sparkle' or energy. Below average pupils use a generally simple range of sentence structures with some repetitions of simple connectives. There are weaknesses in spelling and in basic sentence demarcation.

79. Standards of presentation throughout the school are good. This was a key issue in the school's previous inspection and the school has worked hard to improve standards in this area. All pupils take care with their work and are proud to present it as neatly and as attractively as they can. They work hard to develop a neat, joined style of writing early in the school and they make observable progress in developing fluency as they move through the school. Pupils' work is valued and respected and this helps to sustain the good care and quality of work.

80. Throughout the school, standards of literacy and the development of literacy across the curriculum are good. There are particularly productive links with geography in Key Stage 2 to develop an argumentative style and strategies for considering differing points of view. Subject specific vocabulary, such as 'undulating', 'arable', 'rural', and 'residential' are taught in Year 6 geography. In Year 1, there is a good use of stories such as Handa's Surprise and the Katie Morag stories to develop pupils' awareness of the location of the story and significant features of the environment. In history and religious education, appropriate use is made of opportunities to develop pupils' experiences of extended writing but there are some missed opportunities in Year 2 to develop pupils' independence as writers



because the scope of the written tasks is sometimes too contained. In their work in history, pupils in Year 2 learn about the legends of Romulus and Remus and in Years 5 and 6, they learn about a range of Greek myths and create their own versions.

81. The quality of teaching and learning is good at both key stages with strengths at the end of Key Stage 2. This is a similar judgement to the previous inspection. All teaching in the school reflects the very good, harmonious relationships in classes which help pupils to feel secure and to develop their confidence well. Teachers are confident in teaching the elements of the National Literacy Strategy and plan interesting activities which are well focused on pupils' stages of development and involve them well in lessons. In the best lessons, there is a brisk, purposeful pace, planning is careful and pupils are given a clear understanding of what they are expected to learn. Good use is made of learning support assistants and classroom assistants in lessons and there is good team work and liaison, particularly in the Year 1/2 class. The strengths of teaching are well illustrated in a very good Year 6 lesson where the focus was on developing pupils' understanding and use of more complex forms of sentence structure. The teacher had secure, confident subject knowledge. She began the lesson by explaining clearly and concisely the function of adverbs, adverbial phrases and clauses in sentences and this helped pupils to make their own contributions more effectively. She weighed and considered pupils' responses very carefully, assessing how well they matched the meaning of the sentence. These challenging expectations enabled pupils to make more effective use of their vocabulary. The teacher's demanding pace, the good involvement of pupils in their writing tasks and the increasing complexity of the structures she modelled, helped all pupils to make very good progress by the end of the lesson. Where teaching has weaknesses, there is sometimes a fall off in the pace of the lesson where an interesting activity has continued for too long and pupils' learning becomes less productive. This was seen in a Year 2 lesson where the pupils were compiling a list of words and phrases to describe a 'starry night'. Because the activity went on too long, pupils' responses became repetitive and some of the initial interest and enthusiasm was lost. In some lessons, expectations for the amount of work completed by all pupils are not always consistently maintained and these pupils do not achieve as well as they could. This was seen in a Year 3/4 lesson where a small number of pupils had made too limited progress with their written task by the end of the lesson.

82. Teachers mark pupils' work supportively and most make helpful comments to enable them to improve their work. The use of ongoing assessment is satisfactory overall. While in the best practice there are opportunities for pupils to become well aware of how they have achieved against the objectives for the lesson, time is not always allowed for this activity and, in these lessons, pupils' understanding of their own learning is weakened. Although there are examples of good record keeping, these good practices are not consistent across all classes in the school.

83. The National Literacy Strategy is effective and is having a positive impact on pupils' learning. Assessment procedures and the use of assessment are satisfactory. The school has a good range of standardised tests which are used to establish pupils' attainment on entry to the school and to track their progress as they move through the school. The results of national tests are carefully analysed to identify appropriate priorities for the development of the subject. The school makes good use of the information from the optional tests at the end of each year to provide appropriate information on the progress that pupils are making. However, there are no established procedures for assessing pupils' progress at other stages in the year. Some teachers ensure that pupils' targets are prominently displayed on pupils' desks but this practice is not consistent in all classes. The use of information and communication technology in the subject is generally satisfactory. Management in the subject is satisfactory. The subject is currently being managed in a caretaking capacity by the headteacher to cover the maternity leave of the literacy co-ordinator. He has a good understanding of the subject and the role of the co-ordinator but regards his position as temporary until her return. He monitors teachers' planning on a regular basis and has also monitored teaching in the subject. There has been good co-operation between the literacy co-ordinator and the Local Education Authority's literacy consultant. Resources for literacy are satisfactory. There are a good range and number of books in

classrooms and in the library but some of the stock is well worn and is old and not always attractive or encouraging to read. The subject is enhanced by a good and regular number of book weeks, and particularly successful writing weeks, in which the whole school is involved with a visiting writer. The school holds book fairs and evenings for buying books. There are regular visits from theatre companies and the whole school visits the pantomime at the end of the autumn term. Pupils in Years 5 and 6 take part in annual musical productions of one of Shakespeare's plays. These are organised as part of the school's drama club and they make a good contribution to pupils' personal and academic development. Overall, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

## **MATHEMATICS**

84. By the end of Year 6, pupils achieve above average standards. This is similar to the results of the 2001 national tests and the findings of the previous OFSTED inspection. The school's own targets for achievement in the 2001 tests and their assessment of the current Year 6 exceed these findings. Pupils with special educational needs achieve well according to their previous levels of attainment. Across the school, pupils achieve well at Key Stage 2 and satisfactorily at Key Stage 1.

85. In Year 2, pupils achieve average standards. Although higher standards were achieved at the last OFSTED inspection and in the 2001 national tests, this represents satisfactory achievement for the current year group.

86. In Year 6, pupils have a good understanding of all aspects of the subject. In number, they use equivalent fractions and work confidently with decimals to two and three decimal places. They define the position of shapes using co-ordinates and they appreciate the difference between the median, mode and average of a range of data. The most significant strength at this key stage is pupils' development of reasoning and investigative skills. Their work in investigative mathematics is very good. Pupils are encouraged very well to talk about their mathematical work, to explain their working and to suggest different strategies. They consistently check the reasonableness of their calculations and select relevant information well.

87. In Year 2, pupils have a satisfactory understanding of number for their age, as they reinforce their knowledge of numbers up to 20 and some extend them to 100. They are confident with simple addition and money values up to one pound. Pupils know the names of some common geometric shapes and they collect data and draw graphs to show the different hair and eye colours of pupils in the class.

88. The quality of teaching and pupils' learning is good at Key Stage 2 and satisfactory at Key Stage 1. This is similar to the findings of the previous OFSTED inspection. In the lessons seen at Key Stage 2, the quality of the teaching is always good and sometimes very good. Teachers demonstrate good, confident subject knowledge and, with patience and good humour, they manage pupils very well. They introduce concepts and activities clearly and ensure that all pupils understand before moving on. These teaching qualities influence pupils' learning well. Pupils consistently demonstrate a full commitment to their lessons; they are keen to do their best and to help their peers when necessary. A lesson to the Year 5/6 pupils illustrated several further strengths of teaching and the impact on pupils' learning. During the lesson pupils, were considering supermarket till receipts and calculating different money values. The activities were introduced very enthusiastically by the teacher and the importance of careful analysis and recording of data was emphasised well. She ensured that tasks were varied and maintained a good pace so that all pupils were fully involved and committed in the lesson. When told the end of the lesson was near, one pupil was clearly disappointed and commented, "Can we do this tomorrow? This is fun!" A strength in the teaching at this key stage is the effective co-operation between the class teacher and the booster group teacher. This ensures that approaches are consistent and that pupils' individual learning needs are met well.

89. At Key Stage 1, teachers explain work clearly and encourage pupils to show and talk about what they have done. Teachers make good connections with pupils' previous learning and give good support

to individuals and groups as they work during the activity times. Teachers ensure that pupils have opportunities to use practical skills in their work. Shortcomings in teaching are where lesson plans are brief, insufficient reference is given to the specific learning intended in the lesson and the pace of the lesson is allowed to drop. These features limit the effectiveness of pupils' learning.

90. The National Numeracy Strategy is being implemented well and pupils are being given good opportunities to use their number skills across the curriculum. For example, Year 5/6 pupils record and use data well in their scientific experiments as they measure the temperature of boiled water as it cools. They use a good range of data displays to show the differences in land-use in Hurst Green in geography. Pupils in Year 3 draw Venn diagrams to show the distribution of hair and eye colours in the class. In Year 1/2, pupils draw graphs to show the most popular crisp flavour of pupils in the class.

91. The subject is well managed by an enthusiastic and knowledgeable co-ordinator. The policy document is currently being revised. The draft document does not make reference to current expectations for assessing pupils' work. Planning is secure. Work follows the recommended National Numeracy Strategy format and resources from a recently introduced commercial scheme supplement activities. This works well. A strength in the provision, particularly at Key Stage 2, is the emphasis put on investigations and problem solving activities. A shortcoming in planning is that insufficient reference is made to the National Curriculum level which work is aimed at. This makes it more difficult for teachers to ensure that the understanding of all pupils is extended as far as possible. Assessment procedures are satisfactory. Data are beginning to be used to set individual attainment targets but this approach has not been consolidated across the school. Computers are used soundly to support data handling work. Resources are used well. The use of the booster class teacher to allow Years 5 and 6 to be taught separately is effective.

## **SCIENCE**

92. Overall, standards in science are above average for pupils in Year 2 and Year 6. This is a similar to the findings of the school's last OFSTED inspection. In the 2001 end of key stage tests and teacher assessments, pupils at Key Stage 1 achieved very high standards at the expected Level 2 whilst those at Key Stage 2 achieved well above average results when compared with all schools. A particular strength of attainment is the well above average number of pupils who achieved Level 5 and above in the national tests at 11 years. This is on course to be maintained in 2001. Trends over time from 1998 show that the school's performance has improved year on year and continues to maintain the above average standards. Pupils with special educational needs benefit from the teachers' high expectations of them which has resulted in almost all pupils reaching at least average standards in science in the 2001 national tests. This inspection finds no significant difference in the performance of boys and girls, both of whom achieve above average standards.

93. Across the school, pupils achieve well. The work analysis shows that pupils have a good knowledge and understanding of all elements of the subject. Many pupils have the ability to share their ideas and communicate them competently using scientific language. They present their work in an appropriate variety of ways, such as drawings, writing, charts and tables. A particular strength in pupils' achievement is the way that they work together to discuss and develop their own ideas. For example, the analysis of work in the Year 5/6 class showed that pupils had worked in small groups to create a model that incorporated their knowledge and understanding of electricity.

94. The quality of teaching and learning is good at Key Stage 1 and leads to good progress by all pupils. Teachers' expectation of pupils is high in lessons and they provide many exciting, enjoyable scientific experiences that are clearly instrumental in promoting high standards. All pupils enjoy science and are inspired by the enthusiasm of their teachers. This was well illustrated in a good lesson in Year 1 on the sense of touch. The teacher captured and maintained the interest of all pupils by making good use of resources to make learning relevant and enjoyable. After presenting pupils with 'feely bags' for them to consider what might be inside, she passed round items that included wrapped hot potatoes and bottles of cold liquid. This not only came as a great surprise to the pupils but also raised their

awareness of the sensitivity of their skin. By providing pupils with the opportunity to test ideas suggested to them and to obtain the evidence for themselves, the teacher effectively raised these young pupils' investigative skills to a high level. Across the key stage, a strong emphasis is given to the teaching of experimental and investigative science. In lessons, teachers provide a good balance between investigations, factual learning and recording. This was seen well in a Year 2/3 lesson where the theme of touch was extended for pupils to devise a simple test, which showed sensitive parts of the skin. Good use of time was spent in discussion and in allowing pupils to brainstorm their ideas before moving into groups to apply their ideas to the task. By the end of the lesson, pupils were making simple comparisons about such things as there being hairs on their arms but not on the palms of their hands.

95. In Key Stage 2, the quality of teaching and learning is consistently good with a number of strengths that have a positive impact on pupils' learning. This is similar to the judgements made in the last inspection. Teachers have a good knowledge and understanding of the subject and explanations given are accurate and in depth. Work is well planned to meet the learning intended in the lesson and teachers use a good range of strategies to engage the interest of pupils, who respond with enthusiasm. The management of pupils is good and the content is pitched at an appropriately challenging level. Pupils are highly motivated in lessons and behaviour is good. This positively contributes to pupils' learning. Teachers have high expectations of pupils and there is good evidence of progression of skills as pupils move through the school, particularly in their ability to set up their own investigations. Teachers show confidence when teaching science and provide a very good range of opportunities for the pupils to become actively involved in their own learning. The teaching style is such that pupils are encouraged to ask questions to clarify their ideas and, as a result, they know the reason for learning and achieve well. Resources are carefully prepared and are used to provide all pupils with good opportunities to participate in the practical activities and to consolidate their learning. Written work is well presented using an appropriate variety of methods. Other strengths in teaching were seen in a good lesson to the Year 3/4 class. Pupils were given good opportunities to devise their own fair tests to investigate feeling and the skin's sensitivity, by seeing which parts of their skin were the most sensitive to touch. In this lesson, the teacher made good use of information and communication technology for pupils to work with sensors to test the temperature of water.

96. The science co-ordinator is enthusiastic and has contributed much to developing the subject. His role at present is, in general, more supportive. Even so, the school has managed to sustain the above average standards of the last inspection and the high results in the national end of key stage tests. Science is well supported by the school's policy, and the scheme of work, which is based on the nationally recommended guidelines, provides very good coverage of all aspects of the subject. Assessment opportunities are identified in the planning but procedures used by teachers across the school are not uniform. The subject makes a good contribution to pupils' spiritual and social development when teachers bring a real sense of wonder to the lessons and allow pupils to collaborate when carrying out investigations. Information and communication technology skills are used well in the subject as, for example, when pupils in Year 4 used sensors to measure the temperature of boiling water as it cooled. Resources in science are sufficient to support the teaching of all aspects of science and the school grounds provide a good resource for environmental studies.

## **ART AND DESIGN**

97. In Year 2, pupils achieve standards that are above average and, in Year 6, standards are well above average. This represents a significant improvement in standards since the school's last inspection when standards of attainment were judged to be in line with national expectations at the end of both key stages. Pupils undertake a wide range of activities, which increase their expertise as they progress through the school. Pupils with special educational needs benefit from the teachers' effective support and achieve well. The school provides opportunities for pupils who have a particular talent in the subject to use their skills and knowledge at a high level, particularly in Year 6. Pupils achieve well at Key Stage 1 and very well at Key Stage 2.

98. The quality of teaching and learning is good throughout the school with some very good teaching at the top end of Key Stage 2. In Key Stage 1, pupils get off to a good start as teachers provide them with well planned opportunities to paint and make collages. For example, younger pupils have created some very good pictures in the style of Lowry using a wide range of materials and paint. They use tools well and develop the basic skills of colour mixing and painting techniques to make realistic self-portraits. In Year 2, where pupils have looked at, and learned about, the work of the artist Guiseppi Arcimoldo, they have used paint and a variety of materials imaginatively to produce portraits of people that give a clue to their profession. In this case, good teaching has ensured that pupils are able to generate their own ideas for their artwork while learning more about the work of the artist. Work is well planned to develop pupils' skills and knowledge.

99. At Key Stage 2, younger pupils show confidence in using a roller and printing on paper to create a repeating pattern, based on their designs for a wallpaper to be used in a child's bedroom. Teachers' careful preparation and good management allow pupils to select resources for themselves and create a purposeful working environment for art activities. Older pupils show increasing confidence in using a variety of media that includes pastels, pen and ink, paint, clay and textiles. Their observational skills develop well and examples of work from many of the pupils in Year 6 are of a high standard. They use pencils with skill and produce sketches of high quality that show great attention to detail, line, pattern and form. They have a good understanding of the range and use of colour and blend and mix colours well to produce different tones and textures. Their skills at printmaking develop well, from using a sharp instrument to make marks in polystyrene to creating an effective paint block for printing. In the very good lesson observed in Year 5/6 class, pupils were using a variety of tools and painting media to create the texture and pattern they saw on a piece of bark. Through the teachers' very secure understanding of the subject, the pupils were provided with a wealth of knowledge that enabled them all to achieve good results.

100. Across the school, pupils gain a good knowledge and understanding of the work of famous artists. In the Year 3/4 class, for example, their self-portraits in the style of Picasso showed great originality and creativity. In the Year 5/6 class, pupils have used oil pastels, water-colour paints and screen printing techniques skilfully to produce pictures of flowers, inspired by the work of Van Gogh, Monet and Georgia O' Keeffe. Three-dimensional and textile work based on cultures other than their own is well represented, as seen in the masks and batik work they produced. Very effective use has been made of visiting artists to work with the pupils to produce a large scale mosaic for the school hall and a wall hanging batik painting, that are both inspirational.

101. The co-ordinator is knowledgeable, enthusiastic and provides very good leadership for the subject through supporting her colleagues and taking a keen interest in all the art activities throughout the school. The scheme of work provides a good framework for teachers' planning and ensures a steady progression of skills through the school. These are significant reasons for the high standards attained and the progress made since the last inspection. Samples and photographs of pupils' work are kept to show the progressive development of skills. Art is well integrated into many subjects across the curriculum. Good examples of this was seen in science, history, geography and in literacy where pupils had incorporated the use of photographs in an interactive display to show different expressions. The curriculum is enriched by visits to such places as the National Gallery, the National Portrait Gallery and Michelham Priory where pupils have had the opportunity to sketch models in Tudor dress. Sound support is provided by opportunities in information and communication technology. There are good resources for both two-dimensional and three-dimensional work. Art is a strength of the school and it makes a very good contribution to the pupils' spiritual, social, moral and cultural development.

## **DESIGN AND TECHNOLOGY**

102. Because of the way in which the timetable is organised, it was not possible to see any lessons taught. Judgements have, therefore, been made from a scrutiny of pupils' previous work, teachers' planning and conversations with teachers and pupils. In Years 2 and 6, pupils reach standards that are

below average. At the last inspection, pupils reached mostly satisfactory standards but, in some aspects, they were above average. Therefore, insufficient improvement has been made since the last inspection. Pupils with special educational needs attain standards that are similar to those reached by other pupils. Across the school, the achievement and progress that pupils make are unsatisfactory.

103. A scrutiny of the previous work of Year 6 pupils illustrates clearly some of the strengths but also the basic shortcomings in the provision of this subject. Pupils had been involved well in the application of their scientific work on electricity to produce working models which used electrical circuits. The completed work showed a good attention to detail and the use of a variety of materials, some of which had been carefully measured and fashioned. The accompanying written reports of the work indicated evidence of basic planning and how the design was revised and modified during the making process. For example, one group commented, 'We started off with an annoying set-back when the frame broke and we had to start again.' Discussion with groups of pupils about their helicopter and bi-plane indicated a high level of commitment to, and enjoyment of, the project. A further interesting project was undertaken by younger pupils at Key Stage 2 who were challenged to design and make a wheeled vehicle which was able to carry a load of at least one kilogramme. The photographic evidence of these models indicated use of a range of materials with joining that was mostly done with glue. However, it was evident that these were isolated topics and that there were significant gaps in the coverage of the subject in other classes and years.

104. Across the school, the quality of teaching and pupils' learning is unsatisfactory. The main factor limiting the effectiveness of teaching is the lack of an agreed programme of work which shows how the necessary concepts and skills are taught progressively through the school. This was also a basic weakness identified at the last inspection but there is less evidence now of discrete topics being taught. Without the support of a scheme of work, too much reliance is put on developing cross-curricular links rather than teaching specific skills. As a result, teaching is effective in the isolated topics that are taught, but overall, does not provide for a systematic and progressive coverage of all the required elements of the subject.

105. The support provided for teachers is poor. The headteacher is currently overseeing the management of the subject but this is largely in name only. The subject has been without a leader for some time. There is no written policy or guidelines statement to help teachers in their work. The school intends that teachers follow the scheme of work recommended nationally but, in practice, this has largely been abandoned. Resources for the subject are satisfactory. Pupils at both key stages have access to appropriate measuring and cutting equipment and a range of materials to work with. However, because of a lack of a suitable planned programme of work, the subject does not now meet the National Curriculum requirements.

## **GEOGRAPHY**

106. Pupils in Year 2 attain average standards whilst those in Year 6 attain standards that are above average. This judgement represents a slight fall in standards at Key Stage 1 when compared with the findings of the school's previous inspection when standards at both key stages were judged to be above national expectations. Pupils with special educational needs benefit from the effective support they often receive from teachers which consolidates the progress that they make. There are no differences in the attainment of boys and girls.

107. At Key Stage 1, the quality of teaching and learning is satisfactory. Due to the way that the curriculum is organised, there was limited evidence of pupils' recorded work in geography. Discussions with pupils in Year 2 show that they have a satisfactory knowledge of local places. This is due to the teaching, which places a strong emphasis on studies at a local scale. They talk about the main differences between their village and towns nearby and are able to give directions on how to walk to their home from the school, naming the roads they walk down. When discussing Hurst Green, they show an awareness of the services found in the main street and express their views on what amenities they would like to have such as a swimming pool and fun park. They show an awareness of

places beyond their own locality, when for example they talk about France and compare it to England. As younger pupils share the story 'Joshua and the Big Wave', they learn about aspects of life in the Caribbean. Their knowledge and use of geographical vocabulary develop well as they talk about tidal waves and islands being separated by water.

108. At Key Stage 2, the quality of teaching and learning is good. Pupils achieve well, especially in Years 5/6. This is the result of good, skilful teaching. Teachers ensure that work is taught progressively. For example, pupils' local knowledge continues to be built on effectively. Pupils in Year 4 visit Hastings and use a compass to plot a route on an Ordnance Survey map. They use four-figure grid references to identify features in and around Hastings shown on the maps and transfer the information to maps of their own. Pupils in Years 5/6 carried out a detailed survey on the land use of Hurst Green. They collated the data collected on such features as land use and produced interesting graphs and pie charts to represent the data. They have undertaken a useful decision-making exercise on the advantages and disadvantages of having a by-pass. In this work, they made good use of geographical vocabulary, such as 'arable', 'residential' and 'rural', when offering reasons for their views. A lesson was observed during the inspection where pupils were asked to organise and market a suitable day trip for specific groups of people to Hurst Green. A useful brainstorming session with the class enabled pupils to share the key questions they had to consider when planning their leaflet. The pupils had to consider a range of issues relating to the information they had already gained on Hurst Green, such as traffic patterns and the suitability of the information provided for their targeted group of people. The pupils set about the exercise with enthusiasm and, as a result of the teacher's good subject knowledge and the very good management of pupils, all the class participated and interacted sensibly and with maturity.

109. The subject is well co-ordinated by the headteacher. The school has developed detailed plans to support the teaching of geography that take into account the mixed year group classes. The policy, however, has not been brought in line with Curriculum 2000. Assessment opportunities are identified in the planning and relate to the end of unit expectations provided in the Qualifications and Curriculum Authority guidelines. Curricular provision is broad. It includes use of the local area, fieldwork in other locations, consideration of environmental issues and a strong element of varied map work. This promotes the pupils' spiritual, moral, social and cultural development well as, for example, they learn about their own and other cultures, know how man affects the environment and have the opportunity to work together. The analysis of work shows that the pupils' literacy and numeracy skills are applied well in the subject. Information and communication technology is used appropriately to gain information and to present the knowledge gained that indicates understanding. Resources are adequate to support the teaching of all units and good use is made of visits to places of geographical interest to enhance the quality of pupils' learning. The residential visit to Cumbria for older pupils in the school is used well to extend their geographical knowledge and skills.

## **HISTORY**

110. In Year 2 and Year 6, pupils attain average standards. During the week of the inspection, it was only possible to observe one lesson in the subject. Due to the organisation of the curriculum, there was no history being taught in Key Stage 2 this term. Judgements have, therefore, been made from the analysis of pupils' work, discussions with teachers and pupils and scrutiny of teachers' planning. At the last inspection, pupils across the school were also achieving average standards. All pupils, including those who have special educational needs, make satisfactory progress and achieve soundly as they move through the school. There are no differences in the attainment of girls and boys.

111. Teaching and learning at Key Stage 1 are satisfactory. Younger pupils in Key Stage 1 have appropriate opportunities to develop their understanding of chronology. They discuss how objects such as toys change over time and, in their conversations with parents and grandparents, they consider some simple ways in which people's lives have changed. Older pupils have a confident knowledge of aspects of Roman life they have covered in their lessons. In the single lesson seen, pupils appropriately

consolidated the knowledge they had gained from watching a video of life in a Roman villa. Pupils were able to use a range of simple information books to support their recorded work. They talked confidently about their work on Roman villas and identified key features. There were, however, some missed opportunities for pupils to develop their skills in extended writing because the teacher's organisation of the task left insufficient space for sentence writing. In good links with art and design and design and technology, pupils have made their own version of a Roman soldier's armour and equipment.

112. Teaching and learning at Key Stage 2 are also satisfactory with some strengths at the end of the key stage. In the school's previous inspection, teaching was judged to have been good. Teachers have a sound knowledge of the subject which is evident in the range of topic areas covered in pupils' work. For example, in their work on Ancient Greece, pupils explore aspects of daily life, recount Greek myths, compare Athens and Sparta and compare the Greek alphabet with their own. Pupils have good opportunities to consider how a range of evidence contributes to their understanding in such topics as the Victorians. Good use is made of the local area and the whole school topic involving experience of a typical Victorian school day. However, although discussions with teachers indicate that appropriate regard is paid to the development of pupils' understanding of chronology, it is not sufficiently reflected in older pupils' written work. Opportunities for pupils to explore and develop their appreciation of the sources of historical evidence, and how these are interpreted, are more limited in some units of work. In the work of the Year 3/4 class on the Tudors, although pupils used their knowledge of life in Tudor times to create a fictional Tudor family appropriately, their work did not refer sufficiently to significant events, people or chronology of the period.

113. Co-ordination in the subject is satisfactory. The policy for the subject is currently being reviewed to ensure that it reflects the requirements of the Curriculum 2000. The units which form the scheme of work combine elements of the school's own planning with units of work from the Qualifications and Curriculum Authority. The need to ensure that topics are covered on a rolling, two-year programme to take account of the mixed age classes has not been fully met. Pupils in the Year 3 group of the mixed Year 2/3 class are not able to cover all elements of the curriculum because the school's rolling programme of topics is different for each key stage. As a result of history being placed alternately with geography, pupils in Key Stage 2 do not study history for almost half a year and this has an adverse effect on the progressive development of some aspects of their historical skills. Currently, the subject is being managed by the headteacher as a temporary responsibility. He has a good understanding of the role and has developed some useful medium term plans for the subject. These include an overview of each topic area but they do not sufficiently identify how assessment in the subject is incorporated. Currently, assessment in the subject is underdeveloped. At the last inspection, assessment procedures were used well. The co-ordinator has monitored teachers' planning and maintains an overview of pupils' work. The school's resources in the subject are satisfactory and are well supplemented by the local education authority's loan services. Good use is made of the resources of the local area, including the valuable contribution made by members of pupils' families and older people from the community. The subject makes a good contribution to pupils' understanding of cultures in the past and how their own culture has changed over time.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

114. In Years 2 and 6, pupils achieve standards that are below average. At the last inspection, standards were judged to have been in line with national expectations, with some elements being above. Therefore, insufficient improvement has been made since the last inspection. This is mainly because pupils are not progressively taught the necessary concepts and skills for them to achieve average standards. Pupils across the school, but particularly those in Key Stage 2, are underachieving in this subject. Currently, pupils with special educational needs achieve standards which are similar to those reached by other pupils..



115. At Key Stage 1, pupils undertake some useful individual topics. For example, during the inspection week, some Year 2 pupils were collecting and displaying data concerning the flavour of crisps favoured by others in their class. With significant amounts of support from adults, they were able to generate and print graphs displaying the appropriate data. Some higher attaining pupils were beginning to interrogate the graphs. Other pupils drew graphs on the computer to show data such as the most common pets, hair and eye colour in the class. Across the key stage, pupils use art programs satisfactorily to draw pictures of themselves and their families using a variety of brushes and different stippling effects. However, pupils' ability to present findings and to organise and classify information, to make things happen and describe the outcomes, and to investigate real and imaginary situations, is underdeveloped.

116. At Key Stage 2, some older pupils use appropriate word processing techniques. For example, Year 3 pupils wrote and printed a psalm, the Lord's Prayer and the school prayer in interesting booklets entitled 'My Bible'. Year 5/6 pupils used their computers well to analyse and display recent geography work they had done on the land use of Hurst Green. During the inspection, pupils in Year 4 were using the Internet to send E-mail greetings to pupils in another school. However, it was evident from the help, support and encouragement required by the pupils to undertake this activity that this work was very new to most of them. Across the key stage, pupils have insufficient opportunities to collect and interpret a range of data, combine information from a range of sources and explain patterns and relationships through simulations.

117. Across the school the quality of teaching and pupils' learning is unsatisfactory. At the previous inspection, teaching was good. During the inspection, no direct teaching of information and communication technology skills was observed, but there were several examples of where these skills were being used satisfactorily to support learning in other areas of the curriculum. For example, pupils in Year 1/2 were drawing computer generated graphs to support their mathematical work and Year 4 pupils were sending E-mails of Christmas greetings in religious education. However, observation of the lessons in the school and conversation with the pupils indicated some of the weaknesses in this subject. Pupils are sometimes taught the individual skills required for the purposes of their current work, but this is not done systematically and progressively as they move through the school. Not all pupils have the opportunity of developing topics to the same extent or depth. As a result, there is a marked difference between the quality of the learning of pupils who have access to home computers and those who do not.

118. The subject is soundly led by an enthusiastic co-ordinator who is leaving the school at the end of the current term. Teachers are supported by a concise policy statement. This is in draft form and has not been updated to include, for example, most recent statements on the use of the Internet. The policy contains useful guidance in using information and communication technology to support work done in other areas of the curriculum. This is a strength of the school's work. For example, during the time of the inspection, pupils in Year 4 were using sensors to measure the temperature of water in their scientific experiment, and Year 2 pupils were identifying shapes divided into halves in their mathematical work. Units from the nationally recommended scheme of work are planned but, in effect, these are not consistently and progressively used. The monitoring of teaching and learning has not been sufficiently rigorous. Basic weaknesses in provision have not been identified. At the last inspection, resources were better than the national average. Now the number of computers is slightly below the national average. Photographic evidence shows that good use is made of the school's two digital cameras. Examples of photographs taken of a variety of pupils' work are clearly seen in the work scrutiny and on display around the school. Teacher's awareness and expertise have been successfully developed through New Opportunities Fund training.

## **MUSIC**

119. In both Year 2 and Year 6, standards are above average. A similar judgement was made at the school's previous inspection. During this inspection, the teaching of music was observed in Years 2

and 3 and with the whole school. Judgements are also based on discussions with pupils and analyses of their recorded work, observations of a Christmas carol concert and a singing assembly. All pupils, including those with special educational needs, achieve soundly and develop their skills and understanding appropriately.

120. Across the school, pupils achieve well in their singing. In the school's previous inspection report, the judgement was that pupils sang well. This standard has been maintained. Pupils use their voices confidently, maintaining a tuneful melody even when unaccompanied. They have a good regard for elements of music such as dynamics and tempo and maintain a good rhythm. They listen carefully both to their own and the voices of others and follow the guidance of their teacher constructively. In the whole school singing assembly, there was a good focus on preparation for singing and good guidance and modelling given by the co-ordinator.

121. At both key stages, the quality of teaching and learning is good. During the week of the inspection, the co-ordinator for the subject taught music throughout the school and the quality of teaching and learning was good. However, indications are that some teachers feel less confident with aspects of the appreciation of a range of music. The co-ordinator's confidence and secure subject knowledge enabled her to plan a range of interesting activities which involved pupils well and provided them with good opportunities to develop their own skills of music making.

122. Other strengths in teaching at Key Stage 1 were well illustrated in a Year 2/3 lesson where pupils were developing their own compositions. The lesson provided a good level of challenge for younger pupils as they were required to consider rhythm, dynamics and the use of their own symbols to record their compositions. The teacher made good links with pupils' work in physical education as their compositions were to be used to accompany their work in dance. There were appropriate opportunities for pupils to perform their compositions using their own choices of a range of simple percussion instruments. As a result pupils had made good progress with their performance by varying dynamics and combining all musical elements.

123. Teaching and learning are also good at Key Stage 2. Discussions with older pupils indicate that their work in lessons provides them with appropriate opportunities to develop their composition and appreciation skills. They create their own compositions to set rhythms using mainly untuned and some tuned percussion instruments. They talk about their appreciation of work such as Tchaikovsky's Nutcracker Suite and the experiences of listening to visiting string groups and other musicians. They identify an appropriate number of different instruments, including the most familiar string, wind and percussion instruments. Music is an integral part of the school's drama productions. These enhance older pupils' musical experiences and they understand the importance of commitment to school projects for the choir and the drama. There are some limitations to the range of music pupils are able to discuss in any detail, particularly the music of other cultures.

124. The co-ordinator for music is effective in her role and has a good understanding of how the subject should develop. She is currently reviewing both the policy and the scheme of work, which combines units of work from the Local Education Authority and elements of the units from the Qualifications and Curriculum Authority guidance. She provides good support for colleagues' planning and gives helpful guidance for elements such as the appraising of music. She has also modelled lessons for areas where colleagues feel less confident. There have been no opportunities for formal monitoring but informal liaison takes place on a regular basis. Assessment in the subject follows the format outlined in the Qualifications and Curriculum Authority guidance but this is still in the early stages of implementation. There are good cross-curricular links with other subjects in the curriculum such as art, physical education and literacy. A range of visits made by the choir and the younger pupils to music festivals and to such events as the 100 Belfries Concert significantly enhances the curriculum provided by the school. This involved links with schools in France by radio and songs were sung in English and French. Pupils in the school take part in the singing in regular festival services in the local parish church. During the inspection, all pupils in Years 5 and 6, all of whom form the school choir, performed

a programme of songs and music for older members of the community. Pupils sang a good variety of traditional carols, including a Czech carol, with energy and enthusiasm. They used their voices tunefully, both individually and in groups and sang with good regard for rhythm and presentation. They maintained their sense of performance and were not at all disconcerted by the 'failure' of the tape accompaniment. Pupils who receive additional instrumental tuition in the school showed in their solo and accompanying performances that their knowledge and experience of music have been effectively enhanced. The delight of the audience provided good evidence of the appreciation of the local community. Overall, the subject makes a good contribution to pupils' spiritual, moral and social development, with the contribution of music from other cultures being a weaker element.

## **PHYSICAL EDUCATION**

125. Standards are average in Year 2 but there was insufficient evidence at Key Stage 2 for an overall judgement to be made on the standards achieved. The picture at Key Stage 1 is similar to that of the school's last inspection. However, the school has not provided any swimming activities for pupils for the past two years. Consequently, the subject does not meet statutory National Curriculum requirements. There are no significant variations in attainment or progress between boys and girls. Pupils with special educational needs benefit from the teachers' support in lessons, which results in their making satisfactory progress in their application of skills in order to reach appropriate standards.

126. At Key Stage 1, the quality of teaching and learning is satisfactory. The quality of teaching and learning in gymnastics and dance is satisfactory and standards are typical of those seen in most schools. Some strengths and minor shortcomings in teaching were evident in lessons observed. In a gymnastics lesson to younger pupils, the teacher's control and organisation created a safe environment for the pupils to work in. They listened carefully to the teacher's instructions and eagerly explored the apparatus. The pupils worked with enthusiasm and showed increasing control through actions involving travelling and balancing. However, the quality of teaching did not challenge them enough to improve their work by, for example, varying the speed and controlling the actions they made. In a dance lesson to older pupils, the teacher successfully combined the pupils' musical skills to focus on developing their movement skills. This resulted in above average standards as pupils used their own compositions as a stimulus to create a dance sequence. The teacher planned the lesson well. Pupils worked in pairs, and she provided good support and advice on how to improve their dance movements so that they would fit in with the sounds produced by the instruments they used. As a result, the pupils made good progress and developed interesting sequences of movement based on their own compositions.

127. Because of the way in which the timetable was organised, there was insufficient evidence for an overall judgement to be made about the quality of teaching and learning at Key Stage 2. In the single games lesson observed in the Year 3/4 class, the quality of teaching and learning was good. As a result of the teacher's confident approach to teaching the throwing and catching skills involved in rugby, pupils worked hard to improve their techniques. They made good progress and were totally immersed in the lesson for an impressive amount of time, despite the wind and rain. Pupils were helped to improve their throwing and catching skills as the teacher circulated around the groups, before being introduced to competitive play and game tactics.

128. The teacher responsible for managing physical education was on maternity leave at the time of the inspection and the headteacher is in the 'caretaking' role. This is, in general, satisfactory for the short term as he also shares the teaching of physical education at the top end of the school. The physical education policy is outdated and there is no overview of the sequence of activities that take place in each class over the year. The Qualifications and Curriculum Authority's scheme of work is used to provide teachers with a framework for their planning. The school has a good-sized field and hard surfaced area to support the teaching of outdoor activities. However, the school hall is small and restricts the opportunities for gymnastics. Teachers make the best use of these limited facilities. Adventurous activities take place on the annual residential visit for older pupils. The subject contributes well to pupils' personal development. It gives opportunities for pupils to develop team spirit

and compete fairly within the understood rules of the games. The school has a good sporting record, with successes in football at a local level. The failure to provide the full statutory opportunities in swimming is a significant weakness in the overall provision of the subject.

## **RELIGIOUS EDUCATION**

129. Standards in Year 2 and Year 6 meet the requirements of the locally agreed syllabus. This is the same judgement as that made by the school's previous inspection. All pupils, including those with special educational needs, make sound progress as they move through the school.

130. Overall, the quality of teaching and learning is satisfactory at both key stages, with several good elements. Pupils have confidence and trust in their teachers and other adults who work with them in their classrooms. This helps them to be involved well with lesson activities and to develop confidence in offering their ideas and responses. All teachers encourage a good level of sensitivity and respect towards the feelings, beliefs and opinions of others. Pupils' listening and speaking skills are developed well in question and answer sessions and in informal discussions in both key stages. However, there are sometimes limitations in the opportunities given to Key Stage 1 pupils to develop their recording and literacy skills and for Key Stage 2 pupils to develop their personal responses in their written and oral work.

131. At Key Stage 1, in an effective lesson to older pupils, the teacher used questions effectively to discuss the meaning of advent and how this was related to Christian belief. She established a calm, reflective atmosphere in which pupils were able to discuss the kind of things they looked forward to sensibly and relevantly. There was a real atmosphere of 'awe and wonder' as she lit a revolving advent calendar and asked pupils to close their eyes and think about what they knew about the first coming of Jesus. Pupils' answers were thoughtful and respectful and reflected their secure understanding of Christian beliefs relating to Christ's birth.

132. At Key Stage 2, pupils develop a sound appreciation of other aspects of Christianity and different world religions. For example, younger pupils cover an appropriate range of aspects of Judaism. These include links with the Old Testament stories of Moses and Abraham and how these are important and relevant to Jews and Christians. Pupils also learn about some aspects of more modern Jewish history such as the story of Anne Frank. Older pupils discuss the fast of Ramadan and how it formed one of the five pillars of wisdom on which the Islamic faith is based. In a good lesson to Year 5/6, the teacher used her secure subject knowledge well to develop pupils' understanding and encouraged a good level of empathy by asking pupils to imagine how they would feel if they were a Muslim child during Ramadan. This led to a useful discussion on the importance of respecting differences and not making sweeping generalisations. At the end of the lesson, pupils' had made good gains in their understanding of the basis of some of the main elements of the Islamic faith.

133. Co-ordination in the subject is satisfactory. It is currently managed by the headteacher who has a good understanding of his role but regards his management as a temporary. The scheme of work has been recently reviewed to meet the requirements of the recently revised locally agreed syllabus. The school's resources are satisfactory, but good use is made of resources borrowed from the Local Education Authority's loan services to enhance the school's provision. The co-ordinator monitors teachers' planning regularly and informally monitors pupils' work and teaching. There are no formal assessment procedures in the subject. There are close links with the local parish church and pupils take part in Christmas Carol and Easter services and a leavers' service in the summer term. They visit the church as part of their work in religious education, history and geography. During their time at school, pupils have visits from representatives of the Islamic faith and from representatives from other Christian denominations. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development in their developing appreciation of aspects of the Christian faith and through their study of the world's great faiths which helps them to learn about different values and traditions.

