

INSPECTION REPORT

HOLLYCOMBE PRIMARY SCHOOL

Wardley, Liphook

LEA area: West Sussex

Unique reference number: 125832

Headteacher: Mrs Stephanie Fiske

Reporting inspector: Mrs Margaret Cooper
15175

Dates of inspection: 1 – 3 October 2001

Inspection number: 193811

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 10 years

Gender of pupils: Mixed

School address: Wardley
Liphook
Hampshire

Postcode: GU30 7LY

Telephone number: 01428 741332

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Appropriate authority: The governing body

Name of chair of governors: Mr J M Beale

Date of previous inspection: 21 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15175	Margaret Cooper	Registered inspector	English Art and design Geography History Music Foundation stage Equal opportunities	What sort of school is it? How high are standards? a) School results and pupils' achievements How well are pupils taught? How well is the school managed? What should the school do to improve further?
14347	Joan Lindsay	Lay inspector		How high are standards? b) 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?
23335	Diane Gare	Team inspector	Mathematics Science Information and communication technology Design and technology Physical education Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hollycombe is a small primary school located in the attractive rural village of Milland. It is a popular school, and a significant feature is the extent to which it contributes to and is valued by the local community. There are currently 52 boys and girls on roll, aged from four to ten years of age, of whom three attend on a part-time basis. There are no pupils from ethnic cultural minorities. Most pupils come from families that are socially and economically advantaged, and the percentage known to be eligible for free school meals is well below the national average. The percentage of pupils with special educational needs, including those who are the subject of statements of special educational need, is also below the national average. Children show broadly average attainment when they enter the school. The proportion of pupils who join or leave the school at times other than the normal admission and transfer ages is greater than that normally seen. This is largely due to pupils attracted from the wider surrounding area of West Sussex and Hampshire, where there are different ages of transfer, moving to primary schools nearer their own homes as they approach the secondary stage. Because of recent difficulties nationally in recruiting experienced teachers, the current teaching staff is relatively inexperienced.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. It is well led and managed, and provides its pupils with good quality teaching and learning. It is a caring community in which good relationships are established at all levels, and pupils show very positive attitudes, values and personal development. These factors have given rise to improving standards, particularly in English, mathematics and science. These were recognised by the Department of Education and Employment in 2000 when Hollycombe received the School Achievement Award. The school provides good value for money.

What the school does well

- The quality of the headteacher's leadership, which has made a strong impact on the ethos of the school and the rate at which it has improved.
- High standards in reading, writing and mathematics in the year 2000 national tests.
- Pupils' attitudes to their learning experiences, and their relationships with others, which are both very good.
- It provides a high level of pastoral care, so that pupils are safe, happy and confident.
- Both moral and social development are promoted very well.
- It has established a very good partnership with parents, which benefits the work of the school and pupils' learning.

What could be improved

- The curriculum for reception children is not appropriately balanced, and there is not an outdoor area suitable for children of this age.
- Achievement, although satisfactory in physical processes in science, and in design and technology, geography, history and religious education, could be improved.
- Helping pupils appreciate the diversity and richness of other cultures in a multicultural society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been substantial improvement since the last inspection in April 1997. This is shown particularly in more positive attitudes to learning, a higher quality of teaching, improved results in national tests, and more effective leadership and management. The key issues have been successfully addressed, and the school shows a very good capacity for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	C	A	A
Writing	B	A	A	A
Mathematics	A	B	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

As illustrated in the table, high standards were attained in the year 2000 tests, the most recent year for which comparative data is available. In mathematics, the school's performance was in the highest five per cent of schools nationally. Improvement in standards over the past five years has been above the national trend. Fluctuations from year to year are related to the disproportionate effect on overall percentages that one pupil's results can have in a small school.

The work seen during inspection shows a slightly different picture. Reception children achieve satisfactorily and reach the early learning goals expected for their age by the time they enter Year 1. They attain higher standards in mathematical development, in which they achieve well, and also in their personal, social and emotional development. Pupils in other years achieve well and attain above average standards overall by the end of Year 2 and Year 5. The reason they are not higher is linked to the particular abilities of pupils currently within those year groups. Pupils attain the levels expected by the ages of seven and ten in English, design and technology (DT), geography, history and religious education (RE). They attain standards above those expected in mathematics, science, art and design, and information and communication technology (ICT). Because of limited evidence, no firm judgements have been made about standards in music or physical education (PE), although standards were good in the lessons seen. Achievement, although satisfactory in writing, physical processes in science, DT, geography, history and RE, could be improved. The school's informal targets, which were challenging, for the 2001 national tests, were achieved in mathematics but not in English. Particular strengths are the good speaking and listening skills of pupils throughout the school, and the progress pupils now make in ICT. Pupils with special educational needs achieve well at all stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good and a strength of the school. Children enjoy coming to school, are eager to learn, and take pride in their work.
Behaviour, in and out of classrooms	Good. Pupils respond to the school's high expectations of them and behave well both in lessons and around the school.
Personal development and relationships	Pupils respond very well to opportunities to take responsibility, and form very good relationships with each other and with adults.
Attendance	Attendance is well above the national average, and there is no unauthorised absence. Pupils also arrive punctually to school and lessons.

A strength in personal development is the 'buddy' system in which older pupils are paired with younger ones, and are given regular opportunities to develop their supportive relationships with them.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
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.

All lessons seen during the inspection were satisfactory or better. English and mathematics are both taught well and, as a result, pupils make good progress in these subjects. Teachers have good levels of subject expertise and plan lessons well and this enables pupils of all abilities, including those with special educational needs, to progress. All teachers, ably supported by classroom assistants, establish good relationships in the classroom and manage pupils well, so they are keen to learn and settle quickly to their tasks. As the result of recent professional development, ICT is now used very well to support learning across the curriculum. In a few lessons, whole class introductions are too lengthy, which means pupils lose some of their initial enthusiasm and have a reduced amount of time to work on their own tasks. Literacy and numeracy are taught well, although progress in writing is not promoted as well as in reading. Shortcomings in planning for the reception children, who are taught in the same class as Year 1 pupils, means they do not build consistently on their skills, knowledge and understanding in all the areas of learning, although they make sound overall progress and achieve well in their mathematical development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the school provides a good quality and range of learning opportunities that are enhanced by visits, including a residential trip, special events and visitors to the school. The curriculum for reception children is not appropriately balanced.
Provision for pupils with special educational needs	The school makes good provision for children with special educational needs, including those who have statements of special educational need. Support staff are used well and contribute to the good progress made towards targets on individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school satisfactorily promotes spiritual development. Pupils make good gains in learning to appreciate their own cultural traditions, but are less well prepared for living in a multicultural society. Moral and social development are both promoted very well, and contribute to the high standards in attitudes, personal development and relationships that pupils display.
How well the school cares for its pupils	Hollycombe is a very caring school where pupils are valued, respected and given good support and guidance, and careful attention is paid to their health and safety. As a result, pupils feel secure and confident, and this greatly helps their learning.

The school has established a very good partnership with parents, who are closely involved in the work of the school and have a positive impact on their children's learning. The quality of information provided by the school, particularly about their children's progress, is also very good. The curriculum for pupils in Years 1 to 5 is planned well and meets statutory requirements. The lack of a suitable outdoor area for daily use limits some aspects of reception children's social and physical development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very strong leadership and management of the headteacher, well supported by other staff, ensures a clear educational direction for the school and promotes a very good rate of improvement.
How well the governors fulfil their responsibilities	The governors are active, well informed, and provide good support for the headteacher and the work of the school. They fulfil their responsibilities well.
The school's evaluation of its performance	The school has good arrangements for monitoring its performance and taking effective action.
The strategic use of resources	The school uses its resources effectively to provide a good standard of education for its pupils. Expenditure is carefully linked to the priorities identified in the school improvement plan.

The school is well provided with teachers to meet the demands of the curriculum and needs of its pupils, as well as learning, administrative and cleaning support staff whose efforts make a positive contribution to the work of the school. The school building is of satisfactory size, and pupils benefit from the varied and attractive outdoor areas that promote recreation, PE skills and other learning. However, there is no appropriate outdoor area dedicated for reception children. There is a good quantity and range of learning resources in all subjects, except for large toys and outdoor equipment for reception children. The school takes steps to obtain good value for money when making financial decisions. A significant strength of the school is the extent to which the headteacher, governors and all staff share a commitment to improvement, and they show a very good capacity to succeed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with their concerns. • The school is well led and managed. • Behaviour is good. • They are kept informed about their children's progress. • Their children enjoy coming to school. • The school works closely with parents. • Their children are helped to become mature and responsible. • The teaching is good. 	<ul style="list-style-type: none"> • The amount of work to do at home. • The range of activities outside lessons.

The inspection team agree with the very positive views of parents. It is unclear whether parents feel there is too much or too little work to do at home, but the team found the amount to be satisfactory. The school provides a good number and range of extra-curricular activities but, at present, these are only made available to the older pupils.

No other issues were raised by a significant number of parents except for their concern about the impact of the current age of transfer both on the school and on their children. As one parent wrote in her letter to the team: 'I feel privileged that my children are able to attend such a good school'.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's results in national tests, and pupils' achievements by the time they leave the school at the end of Year 5, have improved significantly since the last inspection. Standards in the year 2000 national tests at the end of Year 2 were well above the national average in both reading and writing and also compared to the average for similar schools. This is the most recent year for which comparative data is available. In mathematics, standards were very high compared both to those attained nationally and similar schools. All pupils who took these tests achieved the expected standard for their age (Level 2) in reading, writing and mathematics. The proportion of pupils who achieved above the national expectation (Level 3) was well above average in reading and mathematics, and very high in writing. Teacher assessments of science show equally high standards, with all pupils achieving at least Level 2, and a well above average proportion attaining Level 3.
2. The improvement in standards in national tests over the past five years has been above the national trend in reading, writing and mathematics. This was recognised by the Department for Education and Employment when Hollycombe received the School Achievement Award in 2000. Taking pupils' attainment over the three years from 1998 to 2000, girls have performed better than boys, particularly in mathematics. The evidence from inspection does not confirm any significant difference in achievement between girls and boys, nor between any groups related to prior ability. The disparity between girls' and boys' standards is linked to differences between individual pupils in the particular years concerned.
3. Pupils do not sit national tests again until the end of Year 6, by which time they have moved on to their next school, so there is no national comparative data to assist the monitoring of achievement by the end of Year 5. However, the group of pupils who left Year 5 in the summer of 2000 have gone on to attain high standards in the 2001 national tests.
4. The evidence from inspection shows a similar, but not identical, picture. Pupils of all abilities, including those with special educational needs, achieve well in the school, and standards are above average overall by the end of Year 2, and also by the time pupils leave the school at the end of Year 5. However, the attainment of pupils recently and currently in these two year groups is not as high as in previous years, and is not above average in all subjects. The major reason for this variation is the considerable fluctuations that are often found in a small school where one pupil's attainment represents several percentage points of the year group's overall results. Another significant factor at Hollycombe is the number of pupils who join and leave the school at times other than the normal age of admission and transfer. The good progress that individual pupils make year on year is not always apparent when the pupils who make up a year group change significantly each year. In some cases, higher attainers have left a year group and been replaced by lower or average attainers. This can give the impression that standards within a year group have declined, although individual pupils continue to achieve well. Nevertheless, pupils attain the levels expected by the ages of seven and ten in all subjects, and above the expected levels in many subjects. This shows significant improvement since the last inspection when pupils attained below the expected levels in ICT at seven and ten, and also below the expected levels in science and DT by the end of Year 5. The school achieved their informal targets for standards in national tests at the age of seven in 2001 in mathematics but not in English.
5. Children's attainment when they enter the reception class is broadly average, but above average in their personal, social and emotional development, as well as in their speaking and listening skills. They make sound progress during their reception year as a result of satisfactory teaching and learning. Consequently, by the time they join Year 1, they have attained the early learning goals for children in the early years, now known as the foundation stage. They attain higher standards in their mathematical development, in which they achieve well due to good teaching, and in their personal, social and emotional development.

Shortcomings in planning learning opportunities to build consistently on children's existing skills, knowledge and understanding is constraining their overall progress in the areas of learning, and the school is taking steps to address this.

6. Reception children enjoy the activities they are offered at school, and work confidently and productively on their tasks. They establish good relationships with adults and each other, and work well as part of a group. Children listen attentively to stories and to teachers' instructions, and express their ideas clearly when speaking to others. They recognise many words and phrases by sight, and communicate their ideas in simple sentences in their writing. Mathematical terms that refer to size and shape are used accurately, and children begin to use simple addition and subtraction. Their knowledge and understanding of the world is seen in their understanding that some things are alive and others not alive, and their capacity to understand the difference between objects and situations that are safe or unsafe. They also know the names of colours, vegetables and fruit, and investigate their sense of taste. In their physical development children handle paintbrushes, pencils and construction apparatus with dexterity, show good awareness of space, of themselves and of others in their PE lessons, and good levels of accuracy in throwing and catching balls. Satisfactory standards in creative development are seen in their imaginative play in the role-play area, in their exploration of colour, form and shape through painting, drawing and modelling activities, and in their musical activities.
7. Pupils achieve well overall in Years 1 to 5, because of good teaching and learning and the provision of a well-balanced and appropriate curriculum. They currently attain standards above those expected by the end of Year 2 and Year 5, although there is variation between subjects. No judgements have been made about standards in either music or PE because of insufficient evidence, although standards were above those expected for the pupils' ages in the few lessons seen in these subjects. In the core subjects, pupils currently attain average standards in English, and above average standards in mathematics and science at both the infant and junior stages. Standards are not as high in English because pupils are not achieving as well in writing as they are in speaking and listening, and reading, and could do better. In the remaining subjects, pupils attain the expected standards in DT, geography, history and RE but could do better. However, they attain above the expected standards in art and design, and ICT. In subjects where achievement is satisfactory rather than good, notably in DT, geography and RE, work is not always sufficiently challenging for all pupils, including higher attainers.
8. By the end of Year 2, pupils talk and listen confidently using a well-developed vocabulary. Their effective listening skills are seen in the relevant comments and questions they make in discussions. They read accurately, using their knowledge of letters and sounds to understand unfamiliar words. In their writing, they use appropriate and interesting vocabulary, but do not develop their ideas sufficiently. In mathematical work, pupils display a good understanding of place value, recognise and use fractions, and have good mental recall. In science, they show knowledge about plants, mini-beasts and forces, and successfully undertake and record experiments. Pupils work with a range of media and techniques in art and design, including mixing secondary colours, working with textiles to create an appliqué insect design, and producing clay sculptures of animals. Through their work in DT, they plan and make models of habitats with moving animals, and evaluate their work when it is completed. They develop their geographical knowledge and skills through drawing maps of Liphook, and comparing the types of houses to be found there.
9. Year 2 pupils show a developing sense of chronology, displaying knowledge about aspects of life in Victorian times, including working conditions in factories, and about the changes made by Florence Nightingale. They use the computer with confidence and can type and correct text, find and insert pictures, and write instructions for a remote-controlled 'turtle'. They use the computer for a variety of purposes including word-processing, designing a poster, and handling data linked to science. There was no evidence found of Year 2 pupils' standards in music, apart from satisfactory singing during assemblies, but Year 1 pupils displayed good levels of skill when they produced a variety of rhythmic sounds with their hands and fingers to represent the sound of rain. In PE, Year 2 pupils work in pairs to develop a sequence of movements paying close attention to body shapes and balance. In their RE studies they learn

stories about Jesus' life, and also study special people, and the festivals connected to religious beliefs.

10. By the end of Year 5, pupils develop their ideas thoughtfully during class or group discussions. They read junior fiction fluently and accurately, and show well developed information skills. They write in a range of forms including diary, poem, and biography, but basic sentence punctuation is often inaccurate, and ideas are not always sufficiently sustained and developed. In their mathematical activities they measure accurately, demonstrate a good grasp of the four rules of number, and calculate to two decimal places correctly. Through their work in science, they devise their own fair tests, and use scientific language accurately, such as *vertebrate* and *invertebrate*. However, they show limited knowledge and understanding of physical processes. In their art and design work they produce detailed and carefully observed drawings of the old school house, and use a computer program to design and produce clay tiles in the style of William Morris. In DT, they investigate packaging and create moving toys. They show geographical knowledge about St. Lucia and how it differs from the United Kingdom, but display limited awareness of the impact of human processes on the environment, and how changes in the environment can affect people's lives.
11. Year 5 pupils know about key people, events and aspects of life during different periods of history, including the twentieth century. They identify, for example, many changes that took place in the last century in transport, technology and in home life. Pupils enjoy working with computers and show developing skills when they work with spreadsheets, change wrapped text into playscript, and create pie charts and bar graphs to compare the relative size of pupils' feet. They understand musical terms such as *pitch* and *pulse*, and use tuned percussion instruments in groups to compose and perform musical fanfares. They use bibles to find out about the life of Moses in RE, and understand some of the significant beliefs and symbols of other religions, such as Judaism. It was not possible to observe Year 5's PE lesson during the inspection.

Pupils' attitudes, values and personal development

12. The enthusiasm for school, interest and involvement in activities, and good relationships displayed by pupils in all classes, make a considerable contribution to the positive working ethos within the school, the caring atmosphere of the school community, and to the quality of their own learning. Pupils of all ages have very positive attitudes to all aspects of school life, an area of considerable improvement since the last inspection. This is confirmed by the parents, as almost all those who returned the pre-inspection questionnaire stated that their child enjoyed coming to school. From first thing in the morning, even the youngest pupils are enthusiastic about what they are doing, are eager to talk about the paintings they are working on or the work they are doing at the writing table. Older pupils maintained a high level of interest and enjoyment in a science lesson where they experimented with tasting different flavours on different parts of the tongue, and were deeply engrossed in their efforts to compose and perform a fanfare during a music lesson. They remain on task well when undertaking group or individual work and they co-operate productively with each other, as seen when playing a counting game in a numeracy lesson.
13. Behaviour has been maintained at the good levels seen at the last inspection. All parents who responded to the questionnaire believe behaviour to be good. The behaviour policy is clear and staff take a consistent approach to discipline, praising good behaviour rather than highlighting bad. As a result, apart from a very small minority, pupils behave well in class and around the school. Playgrounds are well supervised by adults and, although behaviour is sometimes boisterous, it is not intimidating or oppressive. Racism is not an issue for this school with no pupils from ethnic cultural minorities, but there is a reporting system in place should any such incidents occur in the future. There have been no exclusions, either fixed term or permanent from the school, as was the case at the last inspection.

14. Pupils have a very good understanding of the impact of their actions on others and show a high level of respect for the feelings of those around them. They have very good role models in the kind and caring way all adults treat pupils in the school. As a result, they take care of each other in a similar fashion. For example, if someone gets a minor injury in the playground they are immediately comforted and looked after by their peers. As a result, relationships at all levels are very good. There is a very friendly, happy atmosphere in the school and pupils are polite and talkative with visitors.
15. Older pupils now have more opportunities to take responsible roles within the school such as to prepare the hall for assemblies and help in the library. The 'buddy' system of pairing older pupils with the youngest children and giving them weekly opportunities to interact has had a positive impact on their personal development. There are also opportunities in lessons for pupils throughout the school to ask questions and generate ideas such as 'How can we find out if the sense of smell affects taste?' In addition, the weekly session of personal, social and health education gives further scope to enhance personal development as do the extra-curricular activities, educational visits and visitors who come in to the school.
16. Attendance has been maintained at levels well above national averages and the school has no reported unauthorised absence. Pupils also arrive punctually to school and to lessons. Registers are called and marked according to statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of both teaching and learning is good overall and, as a result, pupils make good gains in their skills, knowledge and understanding across the curriculum. Teaching was at least satisfactory in all lessons seen. It was good or better in 70 per cent, and very good in 15 per cent of lessons. This demonstrates significant improvement since the last inspection when teaching was found to be unsatisfactory in one in six lessons, and was good or better in only one in four. This improvement is despite two of the current class teachers being relatively inexperienced, and two having only recently joined the school.
18. The literacy and numeracy strategies are taught well, although pupils do not achieve as well in writing as in reading because insufficient opportunities are provided for extended writing, both in English and across the curriculum. As the result of recent professional development, teachers now use ICT very well to support learning in all subjects. Tasks are matched well to pupils' differing learning needs, so there is no variation in the quality of learning related to ability. Good account is taken of special educational needs in teachers' planning. Tasks are carefully matched to targets on individual education plans, and teachers make good use of learning support assistants whose skilful and sensitive support makes an impact on the good progress made by pupils on the register of special educational needs.
19. Teaching in the reception year is satisfactory and, as a result, children settle quickly into class routines and make sound progress in their first year at school. Reception children, who are at the foundation stage for children in the early years, are taught in a mixed age class alongside Year 1 pupils who are taught the National Curriculum programmes of study. This situation requires complex planning to meet the differing curriculum needs of both groups of pupils. Care is taken to adapt tasks and provide additional play and practical activities for the younger children within the class. However, lesson planning gives greater emphasis to the learning intended for Year 1 pupils, and does not focus closely enough on building on reception children's existing skills, knowledge and understanding to enable them to make consistently good gains in their learning over time. Teaching is satisfactory in their personal, social and emotional development; communication, language and literacy; knowledge and understanding of the world; physical development and creative development. Mathematical development is taught well and children achieve well in this area of learning. The class teacher and classroom assistant are friendly and welcoming and work well together to provide a caring and positive learning ethos, in which children feel secure and approach their experiences with confidence. They question children skilfully, ensuring that all take part in group discussions. There is scope for the indoor and outdoor environment to be used more effectively to stimulate children's

learning and promote their independence.

20. Teaching is good in Years 1 to 5 and, as a result, these pupils achieve well across the curriculum. Teaching is good in English, mathematics, science, art and ICT at both the infant and junior stages, and promotes the good progress pupils make in these subjects. It is satisfactory in DT and RE, in which pupils make sound progress. No firm judgement is made about the quality of teaching in PE and music but it was of good quality in the lessons seen in these subjects. It was not possible to see any history or geography lessons but inspection evidence suggests that both teaching and learning are satisfactory in these subjects. Teachers have high expectations of behaviour, attitudes and standards, and manage pupils skilfully and sensitively. In consequence, pupils show interest in their work and take care over its presentation. They behave well, approach their tasks conscientiously and productively, and maintain their concentration throughout the lesson. Teachers have good levels of knowledge and understanding of their subjects, use well-chosen teaching methods, and plan lessons carefully to promote learning. A particularly good example was seen during the inspection week of a lesson plan prepared for the classroom assistant which ensured she was clear how to focus the support she provided during a literacy lesson. Another strength is the recent introduction of individual learning targets for pupils so they understand how they can improve their work.
21. Characteristic strengths of teaching were seen in a music lesson for Years 4 and 5. The lesson, which focused on pupils working together as a group to compose and perform a fanfare, was planned carefully to build on and extend pupils' previous learning. Activities were well timed so that pupils remained engaged throughout the lesson and learned at a good pace. The teachers' own considerable subject expertise enabled her to demonstrate her high expectations of standards and attitudes, through her confident performance using instruments and her own voice. Well chosen examples of fanfares played on high quality audio-visual equipment appealed to the pupils and motivated them to create their own compositions. A good number and quality of tuned instruments were used so that every pupil was able to contribute ideas for their own fanfares, and participate in the group performance. The class was divided into two groups and, through the effective support of both teacher and classroom assistant, both groups were helped to improve upon their initial ideas. Pupils worked very productively because they enjoyed the activities, and had developed effective skills for working collaboratively. The opportunity for each group to evaluate each other's performances, which they did sensitively, extended their learning further by enabling them to gain insights from each other. As a result of the high quality planning and delivery of this lesson, pupils made very good gains in their skills, knowledge and understanding of composition and performance.
22. A significant weakness in a few lessons where teaching was nevertheless satisfactory or good was the length of time spent on whole class introductions. Where this was too lengthy, as seen in a Year 3 literacy lesson, pupils' initial enthusiasm diminished slightly by the time they began work on their next activity. It also reduced the time available for them to work on their individual or group tasks, and thus had an adverse effect on the pace of learning overall. In subjects such as DT and RE, in which the rate of progress is sound rather than good, work is not always sufficiently challenging for all pupils, particularly higher attainers. As a result they do not consistently make the good gains in their learning of which they are capable.

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

23. The school provides a good quality and range of learning opportunities for pupils in Years 1 to 5. There has been substantial improvement since the previous inspection in planning and providing a curriculum that is appropriately balanced, and is relevant to the needs of all pupils. It meets the statutory requirements for National Curriculum subjects and RE for pupils in Years 1 and 2. There is close liaison with the intermediate school to ensure pupils in the junior classes receive their full entitlement to the National Curriculum and requirements of the RE syllabus by the end of Year 6. In particular, there has been good development in provision for science, DT and ICT. The school has identified areas within subjects requiring development, notably writing, physical processes in science, and further development of RE planning. The

length of the school day is more than adequate, and there are appropriate time allocations for all subjects with the single exception of RE.

24. There are shortcomings in the reception year curriculum. Although documents include references to the early learning goals that children are expected to achieve by the end of the reception year, planning is based too closely on a curriculum that is appropriate for the Year 1 pupils in this mixed age class. As a result, the reception curriculum is not suitably balanced. For example, insufficient account is taken of planned learning through purposeful play and challenging activities available for the children to choose for themselves. The lack of a dedicated outdoor area for use on a daily basis, with appropriate large toys and equipment, also limits the progress children make in some aspects of their social, creative and physical development.
25. The school has recently adapted the curriculum guidelines provided by the Qualifications and Curriculum Authority (QCA) to fit with existing subject plans for pupils in Years 1 to 5. A rolling programme over two years is in place to cater for the mixed year group classes. The combined result provides sufficient detail to enable teachers to provide a curriculum that ensures that skills, knowledge and understanding are promoted. The school has successfully implemented the National Strategies for Literacy and Numeracy. Daily numeracy lessons are having a marked impact on pupils' skills, with an appropriate use of mental and practical activities, which are consolidated within other subjects.
26. Learning opportunities are enhanced by a wide range of special events and visits including, for example, an annual book week, music concerts, visits to the local church, a Roman Villa, the Mary Rose, and a residential visit. The school welcomes many visitors, including a theatre group, artists in residence and the local vicar. The curriculum is also extended through a good range of extra-curricular activities such as sports, cookery, art and drama, although these are only made available to junior pupils.
27. Personal, social and health education is planned well and is taught partly through dedicated lessons and partly through learning in other subjects. There is sound provision for sex education and attention to drug misuse, which are addressed through science and personal, social and health education. The use of homework complements learning throughout the school. The school nominates able pupils for LEA enrichment courses when appropriate.
28. There is good provision for pupils with special educational needs. The school meets its curricular and other requirements as set out in individual education plans and statements of special educational need. As a result of the school's inclusive policies, pupils with special educational needs are provided with an appropriate curriculum. They make good progress in the basic skills of reading and numeracy because of the care with which teachers and classroom assistants plan and work together.
29. Links with the local community are good. The school is very much part of the community and it makes regular use of the area around the school in subjects such as geography and RE. Good links have been established with other schools in the local cluster, and the school has close contacts with feeder nurseries and playgroups, as well as the intermediate and other schools to which pupils transfer when they leave Hollycombe. These links help pupils when they move from one school to another.
30. Overall, the school makes good provision for the spiritual, moral, social and cultural development of pupils, which shows improvement from the last inspection. Provision for pupils' spiritual development is sound. It is promoted through the RE curriculum, and daily acts of collective worship. There are close ties with the local church and the vicar who is a regular visitor. Pupils are also given opportunities to make a personal response to works of music, art and literature. The school participated in the three-minute silence to show respect for victims of the recent terrorist attacks, but there are occasional missed opportunities both in assemblies and in lessons for pupils to pause and reflect on their experiences in a way which develops their spiritual awareness.

31. Provision for pupils' moral development is very good. From the start of their school life, pupils have a clear understanding of right and wrong and they are expected to treat others with respect. Older pupils are frequently encouraged to look after younger ones, which they do with obvious pleasure. The very good role models that adults provide and the way the school's behaviour policy is consistently applied also foster moral development well. The school celebrates the success of pupils in a special weekly 'Showing Assembly' and this also contributes to pupils' moral development.
32. There is also very good provision made for pupils' social development. Boys and girls, and pupils of different ages mix very well and play together in the playground, regardless of social background or academic ability. Pupils sit in mixed age groups at lunchtime and such actions do much to foster the very good relationships seen. During the week there are formal opportunities for the 'Buddy' system to operate but older pupils frequently take responsibility for younger ones outside of those times. Social development is also enhanced by the weekly session of personal, social and health education where topics such as how boys and girls are sometimes treated differently are discussed. Other good opportunities to develop social skills are provided by educational visits to places such as the theatre, the Britain at War Experience, and particularly the residential visit for older pupils. There are also regular opportunities for pupils to collect for charities, and preparations are being made to establish a school council.
33. The school makes satisfactory provision for pupils' cultural development overall but it does not prepare pupils well enough for life in our multicultural society. The emphasis is on Western European culture in, for example, music and art. Pupils' cultural education is further enhanced through participation in music festivals and visits to museums and other places of interest. Pupils learn a little about other traditions through, for example, learning about Judaism in RE, and there are links with a school in Brunei and one in London that has many pupils from ethnic cultural minorities. However, the day-to-day life and work of the school is not exploited sufficiently to help pupils appreciate the diversity and richness of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The staff at the school continue to make very good arrangements for the care and welfare of pupils. The procedures for child protection are very good. There is a clear policy based on local education authority guidelines. The headteacher is the designated co-ordinator and has received formal training. All other staff have a reminder of the procedures at the start of each academic year. There is a suitable number of adults trained in first aid and the school keeps appropriate records of accidents and illnesses. Regular checks are made of the premises, electrical equipment and fire equipment.
35. Overall, the educational and personal support and guidance provided for pupils and arrangements for monitoring their personal development are good and have improved since the last inspection. Monitoring of personal development is largely informal in that if any adult notices a problem, such as a pupil not socialising, their concerns are shared and action is taken. Every member of staff does a playground duty and the headteacher regularly teaches in every class, so all staff, including non-teaching staff, know all pupils very well and are very caring towards them. The procedures for monitoring and improving attendance are very good and this is reflected in the school's well above average attendance rate. The secretary is very efficient in checking the registers on a daily basis and contacting the home when a pupil has not arrived and no telephone call has been received by 9.30 a.m. In addition, the education welfare officer visits each term to check the registers.

36. There are good systems in place to monitor and promote good behaviour and eliminate oppressive behaviour. The school has a clear policy, which is applied consistently, and staff have high expectations of discipline. The great majority of pupils respond positively to the way good behaviour is promoted through the use of praise and rewards rather than the overuse of sanctions. Playtimes and lunchtimes are well supervised by adults to ensure that behaviour standards are maintained outside the classroom. If any incidents do occur, a record is kept on the pupil's individual file, parents are informed and specific strategies, such as providing extra support, may be adopted.
37. Procedures for assessing pupils' attainment and progress are good. In all subjects except RE, assessments are undertaken at the end of suitable units of work and teachers keep records of pupils' achievements. Examples of pupils' work are retained in individual portfolios, providing further evidence of achievement. Assessment information is used satisfactorily by teachers to inform their planning and teaching, and shows improvement since the last inspection. Targets are set for pupils in English, mathematics, science and ICT, and shared with the children in literacy and numeracy lessons.
38. There are good procedures for identifying special educational needs and also for monitoring their progress, and individual education plans are reviewed each term. The school intervenes at an early age, whenever appropriate, and a policy of inclusion is fostered. Good use is made of external specialist agencies including, for example, the educational psychologist and speech and language therapists. The early morning 'Movement for Learning' sessions for a few pupils with special educational needs, taken by a trained support assistant, demonstrate the school's commitment to providing good quality support and learning opportunities for these pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

39. The evidence from the parent questionnaires and parents' meeting shows that parents' views of the school have improved even further from the high levels seen at the last inspection and are now very positive. For example, a very impressive 100 per cent of those who returned the questionnaire stated that behaviour is good in the school, they are kept well informed about their children's progress, they feel comfortable approaching the school with their concerns, and consider the school to be well led and managed. A small number of parents are dissatisfied with the amount of homework given and the range of activities outside lessons. Inspection findings are that the quality and quantity of homework given is satisfactory. The school has a recently updated homework policy that parents were consulted on that follows national guidelines and, in general, this policy is adhered to. Pupils are also expected to take a reading book home every evening in addition to any other tasks set. There is a good range of extra-curricular activities, including cookery and drama, although they are currently only available for the older pupils. Every member of the teaching staff has volunteered to take at least one club. The caretaker also helps with the sports club, and outside coaches are brought in for some sports activities.
40. The headteacher and her staff have worked very hard to develop the very effective links that exist with parents. This starts with a home visit made by the class teacher and classroom assistant to children before they join the school. Parents are made very welcome and bring their children into class in the morning. All members of staff are very accessible to parents and any worries can be discussed with ease. There is a home-school agreement in place that all parents have signed and parents are consulted on relevant policies such as for homework. Parents now have the opportunity to attend two formal consultation evenings each year, as opposed to one at the time of the last inspection, and they are also regularly invited to assemblies and curriculum evenings.
41. Parents respond enthusiastically to requests for assistance with several helping regularly in class and around the school, for example in tending the garden. Many volunteer to help on educational visits and the Hollycombe Home School Association is active in organising fund raising events and in including the school in community events. Many parents support their

children with their homework tasks and hearing them read at home on a regular basis. As a result, the impact of parents' involvement on the work of the school is very good.

42. The school provides very high quality information for parents. The prospectus and the governors' annual report to parents include all the statutory requirements and are user-friendly documents. The annual pupil progress report, called a 'Record of Achievement' by the school, is very informative and gives a clear indication of the pupils' strengths and areas for development. Progress in the core subjects is related to National Curriculum levels of attainment for all relevant age groups and this enables parents to see how much progress has been made. Parents of pupils who have special educational needs are also kept well informed of their children's progress. Many provide effective support at home to help their children achieve the targets on their individual education plans. Parents receive regular newsletters that also include curriculum information, and there is a useful bulletin board in the entrance hall.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management of the school are good, and promote high standards and good quality teaching and learning. They show significant improvement since the previous inspection in 1997. The headteacher, who joined the school shortly after the last inspection, has a clear view of the ethos and educational direction she wants for the school and its pupils, and is held in high regard by all concerned. The quality of her management skills, particularly in establishing excellent relationships between all those involved in the day-to-day life of the school, and developing the skills of her staff, have made a strong impact on the rate at which the school has improved. The school's aims and values are strongly reflected in its work.
44. There has been development in the co-ordinators' role since the last inspection, and the school has established good procedures for them to monitor standards and progress. They are also developing portfolios for each subject to guide teachers' assessments and understanding of what individual pupils need to learn to attain higher standards. There are good arrangements for co-ordinators to audit their subjects and plan future development, although they do not yet take responsibility for managing their budgets. The small number of teaching staff in the school puts heavy demands on individuals who take responsibility for managing several subjects. The school recognises that it is inappropriate for newly qualified teachers to manage subjects. Therefore, the recent difficulties nationally in recruiting experienced teachers, that has led to the current staff being relatively inexperienced, has slowed down the rate at which some foundation subjects are monitored and developed. Care has been taken, however, to ensure this does not affect any subject in which improvement is a priority for the school.
45. The governors are active and well informed, and fulfil their statutory responsibilities well, including procedures and provision for meeting special educational needs. They have increased their effectiveness since the previous inspection, and their monitoring and support for the work of the school makes a positive impact on its performance and improvement.
46. There are good arrangements for monitoring and evaluating the school's performance and taking effective action. The headteacher, with support from local education authority inspectors, carries out a rigorous programme of monitoring teaching which has led to improvements being made, for example, in the pace of lessons. The school identifies appropriate priorities for development, and takes effective action to meet its targets. A significant strength of the school is the extent to which the headteacher, governors and all staff share a commitment to improvement, and their capacity to work well together to succeed.
47. There are particularly good arrangements for monitoring pupils' progress in the core subjects of English, mathematics and science to diagnose the strengths and weaknesses in provision and plan effective action for improvement. As a result, the school has already identified pupils' writing as a priority area for development and has begun to take appropriate steps. Differences in performance between boys and girls in national tests have been recognised, but the school is not yet analysing their respective achievements with sufficient rigour to ensure

there is no inequality of opportunity within the school's provision.

48. The school makes good strategic use of its resources, including specific grants and additional funding. Decisions on spending are linked appropriately to educational priorities, take good account of the principles of best value, and are formalised on the school development plan. A large balance carried over from the last financial year was appropriately set aside for the proposed extension to a classroom. The school uses new technology well, including the use of database programs to maintain assessment and other data, and the use of electronic mail and the Internet. Day-to-day financial procedures are managed efficiently by the bursar. Only one very minor recommendation was made in the last financial audit, and this has been put into place.
49. Although two of the current class teachers are new to the school, and two are relatively inexperienced, the school is well provided with teachers and support staff to meet the demands of the curriculum and pupils. Although not present during the inspection week, a part-time music specialist provides teaching in this subject and good use is made of her expertise to develop other teachers' expertise in music. The classroom support staff are well trained and their help has a positive impact on pupils' learning. Administrative and cleaning staff also contribute well to the smooth running and positive ethos of the school.
50. The original Victorian building has been extended and modernised, and provides accommodation that is attractive and well maintained. Classrooms are of a satisfactory size for the current number of pupils on roll, but plans are in hand to extend the Year 2 and 3 classroom to accommodate a larger class more comfortably when required. Effective use is made of a central shared area, which provides additional working space for all classes. There is a spacious hall, and an easily accessible library, both of which are used well to promote learning. The pupils have sufficient hard and grassed areas for recreation, PE and other learning, and also benefit from an attractive garden and a wild area, including a pond. There are shortcomings in the accommodation for reception children who do not have an appropriate outdoor area dedicated for their use on a daily basis. This has already been recognised by the school. A small inner courtyard area is currently being made available for reception children, but the school is exploring the possibilities of adapting part of the playground outside their classroom.
51. There has been considerable improvement in learning resources since the previous inspection, although there are shortcomings in large outdoor toys and other equipment to support reception children's physical and social development. However, the school now has a good range, quantity and quality of resources overall including, for example, good quality computer programs to support learning in ICT and in other subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to continue to improve, the governors, headteacher and staff should now;
 - (1) Raise the quality of teaching and learning for reception children, by:
 - developing planning, to provide a curriculum that is matched more closely to the needs of children at the foundation stage;
 - seeking to provide a secure outdoor area for reception children, suitably resourced with large toys and other equipment.
(Paragraph numbers 5, 19, 24, 51)
 - (2) Continue to improve pupils' achievement in RE, DT, geography, history and pupils' understanding of physical processes in science by:
 - developing units of work to ensure provision promotes good gains in skills, knowledge and understanding for all pupils;
 - implementing plans for scrutinising work in all subjects to monitor progress more rigorously to ensure all pupils, including higher attainers, achieve well;

- developing assessment arrangements for RE, and increasing the time made available for this subject;
- continuing to develop planning for physical processes to improve the balance of the science curriculum.
(Paragraph numbers 7, 10, 22, 23, 37, 44, 76, 84, 92, 95)

(3) Plan more effectively to prepare children for life in a multicultural society.
(Paragraph number 33)

The school has already identified most of these issues, and plans for addressing them appear in the current School Improvement Plan.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

(4) Monitor the equal opportunities policy more rigorously, particularly with regard to the difference in performance between boys and girls in national tests.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	11	6	0	0	0
Percentage	0	15	55	30	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	52
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

	YR – Y5
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	9

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	7	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	7	7	7
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	7	7	7
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	100 (92)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
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 – Y5

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	13
Average class size	17.3

Education support staff: YR – Y5

Total number of education support staff	2
Total aggregate hours worked per week	54

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	217650
Total expenditure	208157
Expenditure per pupil	2776
Balance brought forward from previous year	15531
Balance carried forward to next year	25024

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	41
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	0	4	0
My child is making good progress in school.	50	38	8	0	4
Behaviour in the school is good.	65	35	0	0	0
My child gets the right amount of work to do at home.	28	44	16	8	4
The teaching is good.	42	54	4	0	0
I am kept well informed about how my child is getting on.	48	52	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	58	35	8	0	0
The school works closely with parents.	62	35	4	0	0
The school is well led and managed.	73	27	0	0	0
The school is helping my child become mature and responsible.	56	40	4	0	0
The school provides an interesting range of activities outside lessons.	42	42	12	4	0

Other issues raised by parents

No other issues were raised by a significant number of parents, apart from their concern about the impact of the current age of transfer both on the school and on their children, and to express their high regard for the staff and the quality of education provided. As one parent wrote in her letter to the team: 'I feel privileged that my children are able to attend such a good school.'

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

53. The school has good arrangements for preparing children for entry into the reception class. The teacher and classroom assistant work well together to provide a safe and secure learning environment so that they settle quickly into classroom routines and approach their early learning experiences with confidence and enjoyment. Children in the reception year, which is part of the foundation stage for children in the early years, are taught in a mixed age class alongside Year 1 pupils. At present, both curriculum planning and classroom organisation for this class are more appropriate for Year 1 pupils than for those in the reception year. As a result, the quality of teaching and learning is currently satisfactory for children at the foundation stage. However, this has already been recognised by the school. Plans are in hand for the recently appointed class teacher to develop the curriculum to enable reception children to make consistently good progress towards the early learning goals which children are expected to attain by the end of the reception year.
54. Children demonstrate attainment that is broadly average when they enter the school, and this is confirmed by the assessments made during their first term. However, both speaking skills and personal and social skills are well developed for their age. Satisfactory teaching promotes at least sound progress in all areas of learning. By the time children are ready to start in Year 1, the majority attain the early learning goals in communication, language and literacy, their knowledge and understanding of the world, and in their creative and physical development. Higher standards are attained in mathematical development, which is taught well, and in personal, social and emotional development.

Personal, social and emotional development

55. Satisfactory teaching in this area of learning enables children to build effectively on their existing personal, social and emotional skills, so that most exceed the goals by the end of the reception year. They are interested in the experiences offered to them at school, have a well developed capacity to sustain their concentration and sit quietly when appropriate as, for example, when they listen to stories as well as to teachers' explanations and instructions. Children approach their tasks confidently, form good relationships with adults and with each other, and understand the difference between right and wrong. They work harmoniously with others in a group, and are able to dress and undress independently and manage their own personal hygiene. Children settle to their activities quickly, treat resources with care and tidy them away promptly. They are given opportunities to choose play activities, but the potential for them to take responsibility for their own learning is not fully exploited.

Communication, language and literacy

56. Children demonstrate well developed speaking and listening skills when they enter the reception class. Satisfactory teaching enables them to make sound progress and most exceed the goals for using language for communication and thinking by the end of the year. They also achieve satisfactorily in their developing knowledge of letters and sounds, and in their reading and writing skills, so that most attain these goals by the time they enter Year 1. For example, they listen to traditional tales such as Cinderella and Red Riding Hood and show a good understanding of the characters and events in the stories. They speak courteously to others and convey their ideas clearly. Developing knowledge and skills in writing are seen in the postcards they send to the headteacher.

Mathematical development

57. This area is taught well and, by the end of the reception year, most children exceed the early learning goals for mathematics. They identify circles and squares by shape and name, and use vocabulary accurately to compare objects and quantities and describe position. By the end of the year they use simple addition to calculate numbers to 20, and demonstrate a good understanding of subtraction. Higher attainers create a pictograph illustrating the favourite fruits of children in the class.

Knowledge and understanding of the world

58. The quality of both teaching and learning are satisfactory in this area of learning. Children enter the reception class with a sound general knowledge. They build on this knowledge to help them understand more about the world around them, and attain the early learning goals by the end of the year. They use computer programs to support their learning, and use their senses to explore objects and materials. For example, they use their sense of taste to investigate fruits and vegetables. Children increase their knowledge of materials through exploring water and sand, and can name parts of the body. They know the difference between things that are alive and things that are not alive, and consider what is safe and what is unsafe. Shortcomings in planning limit the rate of children's progress in their knowledge and understanding of the world. For example, they are given insufficient opportunities to pursue their own ideas and questions through challenging independent activities.

Physical development

59. Satisfactory teaching overall helps children make sound progress in this area of learning. However, the lack of a dedicated outdoor space and shortcomings in large toys and climbing equipment appropriate for children in the foundation stage restricts some elements of their physical development. In contrast, children show well developed manual skills when handling pencils, paintbrushes, construction and malleable materials safely and with increasing control. In a games skills lesson they demonstrated good awareness of space, of themselves and of others, and good levels of skill in throwing and catching balls and bean bags. Overall, pupils broadly attain the early learning goals in this area of learning by the end of the reception year.

Creative development

60. The school makes sound provision for this area of learning and, as a result, children achieve satisfactorily and attain the early learning goals by the end of the year. They explore colour, form and shape through painting, creating portraits, and working with malleable materials such as play dough. They sing simple songs from memory, and are able to reproduce a regular rhythm with their hands and fingers. The children demonstrate their use of imagination when they create stories through play in the role-play area. There is an undue emphasis, for example in art, on teacher-led tasks, which restricts children's opportunities to experiment, work imaginatively, and express their own ideas.

ENGLISH

61. National test results for the year 2000 show that standards were well above average in both reading and writing at the age of seven. Test results for the year 2001 were not as high but this was due to differences in pupil ability between the two year groups rather than any decline in the quality of teaching or the rate of progress made.
62. The inspection findings show that pupils currently attain average standards by the end of both the infant stage and Year 5. However, pupils in both the infant and junior classes achieve well in this subject, including those with special educational needs, and the reason standards are not higher reflects the particular pupils in the years concerned, and the changing population within classes over time. There is evidence to show that Year 5 pupils who left the school in the year 2000 achieved standards that were clearly above average, and went on to attain high

standards in the recent year 2001 national tests at the end of Year 6.

63. Pupils throughout the school make good progress in their speaking and listening skills and standards are above those expected for their ages. They listen attentively and effectively to teachers' explanations and instructions. As a result, they make good gains in their learning and know what is expected of them. Their well-developed vocabulary enables them to convey meaning clearly, and they are able to develop and extend their ideas when talking to others in both small and large groups. Pupils also make good progress in their reading. By the end of Year 2 pupils read accurately, express opinions about characters and events in stories, and use their knowledge of letters, sounds and meanings to help them read unfamiliar words. Year 5 pupils show an above average capacity to locate and use information from the library, or stored on computer or the Internet. Some are beginning to use inference and deduction to understand significant ideas in fiction and non-fiction texts. Pupils show understanding of an increasing range of texts, including Shakespeare's 'The Tempest'. However, their knowledge of authors and poets is not extensive, and few talk confidently about their own preferences and reading experience. Reading scheme books are not always matched closely to the needs of individual pupils and, in some cases, fail to interest or challenge the pupil. Higher attaining readers in both the infant and junior classes read fluently, accurately and expressively, and show well- developed levels of understanding.
64. Pupils make satisfactory progress in their writing knowledge and skills, but could do better. They learn to write appropriately in a range of forms including story, poem, biography, diary and an account of a school visit, and older pupils re-draft and develop their work. Pupils usually present their work carefully, using a joined style of handwriting that is neat and legible. They communicate clearly in writing, using well-chosen vocabulary, but ideas are not always sufficiently sustained and developed. Basic sentence punctuation is often inaccurate.
65. There has been sound improvement since the previous inspection, including development of the subject co-ordinator's role, implementation of the National Literacy Strategy, as well as improvements in the range and quality of resources and in the use of ICT to support learning in English. There has been recent professional development for teachers in promoting pupils' knowledge and accurate use of grammar.
66. The quality of both teaching and learning is good in Years 1 to 5. Teachers demonstrate good knowledge and understanding of the subject and teach basic skills well, although pupils make better progress in their reading than in their writing. This is largely related to the limited amount of time made available for pupils to practise and develop their writing skills through opportunities for sustained and extended writing. Lessons are planned carefully, using well-chosen teaching methods to promote progress for all pupils, and teachers manage them well. As a result, pupils are attentive during lessons, maintain their concentration well, work productively on their tasks, and make good gains in their skills, knowledge and understanding. Teachers pay careful attention to matching tasks to the differing needs of pupils within the class, including those with special educational needs, so that all abilities are able to achieve well. They make very good use of ICT, both during whole class lesson introductions and independent group activities, to promote progress.
67. A significant weakness within a significant minority of lessons where teaching is nevertheless satisfactory or good is the length of the whole class element of literacy lessons. Although pupils try hard to remain attentive and well behaved throughout this part of the lesson, their level of concentration diminishes somewhat when it is too lengthy, and the limited time available for work on group activities has an adverse effect on the overall pace of learning.
68. The subject is managed well by the co-ordinator. The National Literacy Strategy has been introduced and implemented appropriately, and plans are now in hand to adapt the framework to meet the needs of the school's pupils more effectively. Additional literacy support is provided for some pupils. There are good procedures for monitoring, evaluating and improving standards. As a result, the school has identified the need to raise standards in writing and has already introduced targets to ensure individual pupils know how to improve their efforts. A portfolio of levelled and analysed writing samples provides guidance for teachers in making accurate assessments and understanding what is required for pupils to

attain the next level. There are good examples of work in history being used to promote reading and writing skills including, for example, Year 5 pupils writing in the role of a World War Two evacuee. On the whole, however, insufficient use is made of learning opportunities in other subjects to promote writing skills. In contrast, the curriculum is enriched by special events such as book weeks, an annual poetry day, theatre visits, and opportunities for pupils to participate in public presentations to parents. The subject is well resourced including, for example, good quality 'big' books for whole class text work and ICT equipment and programs. Pupils also benefit from an accessible library that is used effectively to develop their reading and information skills. Appropriate use is made of homework to support reading and spelling, and home-school reading diaries are used well to work closely with parents.

MATHEMATICS

69. In the year 2001 National Curriculum tests, for pupils aged seven, the standards achieved by pupils were in line with national expectations. This was below the previous years' results because of the characteristics of the particular pupils in that year rather than a reduction in the quality of teaching and learning provided. Evidence during the inspection confirmed that standards and the progress of the children are good at both key stages. This is an improvement since the last inspection.
70. By the end of Year 2 pupils develop different ways of using and applying mathematics. They discuss their work appropriately using familiar mathematical language and record their findings from practical tasks using symbols and simple mathematical diagrams. Standards in number are good. Pupils have a good understanding of place value, read and write numbers to 100 and enjoy using a variety of strategies such as partitioning numbers when working with large numbers. They recognise and use fractions and have good mental recall. Pupils can correctly identify right angles, two and three-dimensional shapes and reflective symmetry. They investigate word problems in mathematics which involve number, shape and space and data-handling, well. Pupils successfully collect data, such as favourite foods and pets, which they carefully represent in pictograms and simple bar graphs. The use of ICT to support learning in the subject is good.
71. There is good progression within mathematics in the junior classes. The school has concentrated on developing pupils' problem-solving skills. These are now satisfactory and on occasion good. Pupils measure with accuracy and have good mental recall for number bonds and facts. They enjoy learning strategies to assist learning, for example, the partitioning of large numbers when adding, subtracting, multiplying or dividing. Scrutiny of pupils' work shows that, by the time they leave the school, they understand translational symmetry, use coordinates appropriately and calculate to two decimal places correctly. Data-handling is developed particularly well through other subjects, for example, in science and ICT.
72. The quality of both teaching and learning is good, and this shows improvement since the last inspection. Lessons are carefully planned, based on the pattern of the National Numeracy Strategy with clear learning objectives. In particular, teachers make careful allowance for the provision of practical and problem-solving activities and ensure that all pupils receive work suited to their needs, particularly for the majority and those pupils requiring additional support. As a result, pupils make good progress. Teachers' skilful questioning puts demands on higher attaining pupils, although tasks provided for them do not consistently provide sufficient challenge. Teachers make good use of the mental activities at the beginning of lessons and use appropriate mathematical language. Teachers have good subject knowledge, provide clear instructions and, together with the learning support assistants, give much well directed support. As a result most pupils make good gains in their knowledge and understanding. Pupils clearly enjoy their work in mathematics, particularly the mental and practical activities. Most settle to their written and practical tasks with interest and enthusiasm, work well with other pupils and make considerable effort to complete their tasks. Teachers plan appropriate plenary sessions to check pupils' understanding and extend their learning. Teachers mark pupils work promptly, and their written comments encourage further learning.

73. The planned curriculum is based on the National Numeracy framework to produce good quality teaching. The Strategy has been implemented effectively and standards have improved. The subject is monitored by the headteacher, through lesson observations, work scrutiny, talking to pupils and the monitoring of standards. Assessment has improved since the last inspection and is used satisfactorily to identify pupils' current attainment, to set suitable work and to help set targets for the future.

SCIENCE

74. Standards at the end of Year 2 and by the time the children leave the school are above the national expectation, and pupils make good progress in the subject. This is an improvement since the last inspection.
75. Year 2 pupils successfully undertake experiments on many aspects of their work, for example, when involved in tasks connected with plants, mini-beasts and forces. They confidently record their findings through drawings, simple sentences and the use of ICT. Analysis of their project folders showed that pupils accurately name the main external features of the human body and a flowering plant, and identify the items required to sustain life. They also distinguish between a push and a pull, as examples of forces, when moving toys, describe the properties of a variety of materials, and use a variety of methods when recording, for example, charts, pictures and simple graphs.
76. By the time the pupils leave the school their scientific knowledge has increased further. They discuss with confidence how to design an experiment, for example, to test the link between pulse rate and activity. They understand, and design an experiment to test the most appropriate material to use for an umbrella based on how waterproof the material is. Scientific language is used correctly, such as *vertebrate* and *invertebrate*, when classifying animals. There is little evidence of work related to the physical processes in science in the junior classes. This shows little or no improvement since the last inspection, a fact that has already been identified by the school.
77. The quality of teaching and learning is good. Lessons are well planned, with teachers throughout the school making good use of practical activities. They use and emphasise the correct scientific terminology, which is having a positive effect on the pupils' overall learning. Teachers have good subject knowledge, provide clear instructions and question children's thinking appropriately. These are improvements since the last inspection. As a result, pupils work hard, concentrate well and are keen to find answers to the problems set. Teachers and learning support assistants provide effective help and well-directed support throughout so that all pupils make gains in their learning. Pupils work well with each other in carrying out activities and are aware of safety procedures. Teachers mark work regularly and appropriately to encourage further progress.
78. The school now has an appropriate scheme of work, delivered through a two-year rolling programme, which is based on QCA guidance. This is proving effective in the raising of standards within the school. Assessment is satisfactory, with clear evidence being provided to identify pupils' current attainment and this information is used appropriately to plan future learning. Pupils are provided with good opportunities to develop their speaking and listening skills, and ICT is used effectively to support learning in science. Opportunities to help in the school garden have a beneficial effect on pupils' understanding of their environment.

ART AND DESIGN

79. Taking into account the one lesson seen, scrutiny of teachers' planning, pupils' work from last year as well as from their current class, and displays around the school, the evidence shows that standards in this subject are above the expected level at both key stages, and pupils achieve well. Year 1 pupils are familiar with a work by L.S. Lowry, and experiment with reproducing similar 'matchstick-type' people. Year 2 pupils work with textiles to produce their

own insect design, create clay sculptures of animals, and mix pastel paints skilfully to make accurate observational paintings of fruit and vegetables such as a courgette and a plum. They display knowledge about primary and secondary colours. Year 3 pupils show good knowledge and well developed skills when they select from a range of soft and hard sketching pencils and use appropriate shading techniques in their observational drawing. Year 5 pupils produce detailed and accurate observational drawings of the old school house. They demonstrate their knowledge of the work of William Morris when they use a computer program to produce designs in his style, and also create clay tiles. Pupils throughout the school display standards above those expected for their age in their skills in techniques and design when working across an extensive range of media.

80. There has been good improvement since the last inspection, particularly in pupils' standards, and the good quality of teaching has been maintained. There has also been development in the co-ordinator role, and in arrangements for assessing pupils' work and monitoring standards and progress in the subject.
81. The quality of teaching is good in this subject, and promotes the good progress that pupils make, including those with special educational needs. Teachers have good levels of subject expertise and are effective in helping pupils improve their standards in working with a variety of techniques in two and three dimensions. They plan lessons carefully to provide experiences that motivate the pupils, with content often linked meaningfully to learning in other subjects, and have high expectations of standards and progress. As a result, pupils enjoy their art and design activities, and work confidently and productively. A significant feature is the effort and care pupils put into their practical tasks to achieve their best. This was seen in a Year 2 and 3 lesson in which the quality of both teaching and learning was good. The focus for learning was related to their current work in RE and in science. Pupils demonstrated good levels of skill in mixing primary colours to match the colours of fruit and vegetables. They found the task challenging but worked confidently and took care to reproduce the finer details of the fruit they observed. They maintained their purposeful concentration throughout the lesson although they worked independently on this activity. As a result, they made good gains in their skills of colour-mixing and observation. Teachers also make good use of ICT to support learning in this subject.
82. Art and design is given a high status within the school, and the well-planned curriculum is enhanced by opportunities for pupils to work with a visiting artist and with a parent who has specialist expertise. Displays of pupils' work around the school celebrate pupils' efforts, and contribute to the quality of the learning environment. Good procedures have been developed for managing the subject, including monitoring, evaluating and improving performance. However, the art co-ordinator has recently left the school and the subject is currently being overseen by the headteacher.

DESIGN AND TECHNOLOGY

83. Pupils make satisfactory progress in this subject and standards are in line with national expectations in Year 2 and in Year 5 when pupils leave the school. This is an improvement since the last inspection. During the current inspection only one lesson was seen. Overall judgements are made, therefore, based on discussions with pupils, scrutiny of their work and teachers' planning, as well as the one lesson observed.
84. In the infant classes, pupils clarify their ideas for designing and making. They choose from a range of suitable materials, including paper, card and wood and tools such as scissors and saws, to help them make their models. Year 1 pupils designed and made playground equipment out of art straws and plasticine. In Year 2, pupils produced models of mini-beasts' habitats with moving animals. This was possible with the help of pneumatics. The pupils were eager to explain what they did and how the animals moved. In the lesson seen, where teaching and learning was satisfactory, pupils discussed the properties of sandwiches. They evaluate their work when it is completed. Pupils in the junior classes make satisfactory progress. They enjoy the subject, are keen to use the range of tools available and eagerly explain their work.

They also made a moving mini-beast and investigated packaging. Although satisfactory progress is made, the standard of the finished products in DT could be higher.

85. There has been sound improvement since the last inspection in raising standards by the age of ten, in developing planning for DT, and in monitoring standards and progress more effectively. The quality and range of resources has also been improved, for example in the construction kits available.
86. The quality of both teaching and learning are satisfactory in this subject and, as a result, pupils achieve satisfactorily. Teachers have appropriate expertise in this subject which enables pupils to make gains in their knowledge and skills at the design and making stages, and also in evaluating their efforts. Expectations of pupils' capacity to finish their work to a high standard are not high enough, and this puts some constraints on the rate of progress. Teachers plan lessons carefully and manage pupils well so they enjoy the practical activities and concentrate well on their tasks.
87. There is now a suitable scheme of work in place, based on QCA guidance, which covers two years to cater for the mixed age group classes. The quality of planning is good, and ensures that statutory requirements are met for this subject.

GEOGRAPHY

88. No lessons were seen in this subject and, as at the time of the last inspection, there was insufficient evidence to make firm judgements about pupils' rate of progress. However, the evidence from scrutiny of teachers' planning and pupils' work, as well as discussion with pupils, shows that pupils broadly attain the levels expected by the end of Key Stage 1 and Year 5.
89. Year 1 pupils, for example, locate and learn about parts of the world such as Singapore that Bonny Bear has visited. Year 2 pupils develop sound mapping skills whilst developing their knowledge about Liphook. They compare the types of houses to be found there, and consider the reasons people have for making journeys. Year 5 pupils study Milland, including the traffic problems at their own school, and devise their own plans to develop the field. They show knowledge about St. Lucia and how it differs geographically from the United Kingdom, but have a limited understanding of the impact of human processes on the environment, and how changes in the environment can affect people's lives.
90. There has been sound improvement since the last inspection, notably in the quality of planning to ensure pupils make satisfactory gains in their skills, knowledge and understanding as they move through the school. There have also been improvements in resources, and in arrangements for monitoring and assessing standards and progress in the subject.
91. No firm judgement can be made about the quality of either teaching or learning because no lessons were seen, but inspection findings from the evidence already mentioned suggest that both are satisfactory. There is good evidence to show, however, that ICT is used well to support learning in this subject, particularly in the use of a digital camera during fieldwork visits.
92. The curriculum is based on a combination of plans developed by the school, supplemented by units recommended by the QCA. At the moment, pupils' knowledge and skills across the curriculum appear uneven, but the current Year 5 pupils have experienced a period with reduced requirements for geography when National Strategies in Literacy and Numeracy were being introduced. The school makes good use of the locality for fieldwork visits, and the residential visits for pupils in Years 4 and 5 are used well to enhance their learning opportunities in this subject.
93. The school has satisfactory procedures for monitoring, evaluating and improving performance. The subject is managed satisfactorily by the co-ordinator, who has produced a portfolio of analysed and levelled work to support teachers' assessments and understanding of what is required for pupils to move to the next level. This helps to improve the achievement of pupils.

HISTORY

94. No lessons were seen in this subject during the period of the inspection and there was insufficient evidence on which to make firm judgements about pupils' rate of progress. However, the evidence from studying teachers' planning and pupils' work, as well as discussion with pupils, suggests that all pupils, including those with special educational needs, make at least sound progress at both key stages and attain the levels expected by the end of Year 2 and Year 5.
95. Year 2 pupils, for example, show developing awareness of the passing of time through identifying the ways they have changed since being a baby and a toddler. They are aware of working conditions within Victorian factories, and have factual knowledge about Florence Nightingale and the changes she made. Year 5 pupils display knowledge about prominent people, key events and aspects of life during different periods of history including Tudor times and the twentieth century. They identify many changes that took place in the last century including, for example, in transport, technology and in home life. They use evidence from a variety of sources including artefacts, books and computer, and understand that some forms of evidence are more reliable than others. Pupils show less secure knowledge about key events that have occurred in the past, and the causes and effects of events.
96. There has been sound improvement since the last inspection in the quality of planning, the role of the co-ordinator, in resources and in the use of ICT. At the time of the last inspection standards and progress were judged to be good at Key Stage 1 and satisfactory at Key Stage 2. Although there is not enough evidence to make an accurate comparison, the development that has since taken place indicate there has not been any lowering in either provision or progress.
97. No firm judgement is made about the quality of either teaching or learning but inspection findings from the evidence already mentioned suggest that both are at least satisfactory. There is good evidence to show, however, that ICT is used well to support learning in this subject.
98. The curriculum is based on a combination of plans developed by the school, supplemented by units recommended by the QCA. It is enriched by a number of visits of to places of historical interest such as museums and a Roman palace, which stimulate pupils' learning. There are good examples of work in this subject being used to develop literacy skills including, for example, an extended piece of writing in which older pupils wrote a diary in the role of a World War Two evacuee. Opportunities provided for them to locate information from a range of sources, including the library and information stored on computer, also promote good progress in reading skills. History is managed well by the co-ordinator, who has good procedures for monitoring, evaluating and improving performance in the subject. She has also produced a subject portfolio that provides useful guidance for colleagues, and makes a positive impact on pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. The standard of work in Year 2 and by the time the children leave the school is above the national expectation. They make good progress in both key stages. This shows substantial improvement since the previous inspection when pupils at both key stages were attaining below the levels expected for their ages.
100. In the infant classes, pupils use the computer with confidence. They successfully use a keyboard to type text and can correct when necessary, find and insert pictures, know how to save information, open files and write instructions for a floor 'turtle' to move along a route. Scrutiny of pupils' work provides evidence of data handling linked to science and the designing of a poster using an art program to promote a school event. In the lessons observed, all pupils responded well and worked diligently and collaboratively.
101. This knowledge is being built upon in the junior classes. Pupils use the computers with confidence and obvious pleasure. They have access to a variety of programs such as Textease, Flowol, Logo, databases and spreadsheets. In one lesson observed, Years 2 and 3 pupils were learning how to change wrapped text into play script. This was linked with their work in literacy. In another lesson Years 4 and 5 were using a database to help with a science investigation. Pie charts and bar graphs were used to find out if the boys' feet were larger than the girls'. No evidence was seen of the use of control technology during the inspection although this is included in the planning.
102. Both the hardware and software in the school has improved since the previous inspection. ICT is taught, both directly using the ICT area, laptop, projector, large screen and cordless keyboard and mouse, and in a cross-curricular way in the classroom. There are good examples of ICT being used well to promote progress in English, geography and art. All the computers are networked so that pupils can access their files anywhere in the school. There is an appropriate scheme of work in place based on the QCA guidance, which ensures provision meets statutory requirements, and teachers' lesson planning is good. The teachers' good subject knowledge is demonstrated by the way they extend children's thinking and experience through skilful questioning.
103. Although the co-ordinator has recently left the school, the very good rate of improvement in ICT indicates that it has been managed well. There are good procedures for assessing pupils' attainment and progress, and assessment information is used effectively to set individual targets.

MUSIC

104. There was insufficient evidence to make a firm judgement about pupils' standards and achievement in this subject. However, Year 1 and Year 4 pupils achieved well during the two lessons seen during the inspection, and attained standards above those expected for their ages. The satisfactory standards and progress found in music at both key stages in the last inspection have been at least maintained. Year 1 pupils, for example, learn to produce four different sounds using only their hands and fingers and maintain a steady pulse to represent the sound of rain. Year 4 pupils work in groups to compose and perform a fanfare on tuned percussion instruments. They demonstrate good levels of skill in using the instruments and in performing their part with awareness of others. Discussion with Year 5 pupils shows they understand some musical terms, including *pitch* and *pulse*, and are familiar with work from composers such as Andrew Lloyd Webber. Observation of assemblies shows that singing skills are satisfactory.
105. There has been good improvement since the last inspection. There has been development in curriculum planning, the range and quality of instruments and teaching materials, the role of the subject co-ordinator, and the use of a music specialist to develop the expertise of class teachers as well as take each class for a weekly music lesson.

106. Although no firm judgement is made on the quality of teaching and learning overall, teaching was good and very good in the two lessons seen and, as a result, all pupils achieved well, including those with special educational needs. In a carefully prepared Year 1 lesson, for example, the teacher's skills in managing the pupils meant they settled quickly in a circle in the hall and listened attentively to her, so that no time was lost. They showed good listening skills when all closed their eyes to identify the sounds they could hear around the school. The pupils quickly learned to make the four sounds with their hands and fingers to represent the sound of rain, and were able to maintain a steady rhythm when performing them. They changed the sequence when the teacher gave each pupil a light tap on the head, and concentrated very hard to produce the correct sequence. The 'game' style of this activity made it very enjoyable for the pupils, who sustained their interest to the end of the lesson. The content of the lesson was matched well to the pupils' stage of learning as well as their interests, and was appropriate for all abilities, including those with special educational needs. As a result, all pupils made gains in their awareness and skills in using body percussion to recreate sound from nature.
107. There are appropriate arrangements for monitoring, evaluating and improving performance in this subject, although progress is made difficult to track because very little of pupils' work is retained. The curriculum is planned effectively, based partly on a commercial scheme and partly on units of work recommended by the QCA. Work in music promotes pupils' cultural development by acquainting them with a variety of musical styles, although they demonstrate limited knowledge of music from other cultures. There are opportunities for pupils to receive instrument tuition, and plans are in hand to provide a recorder club. Pupils also benefit from the opportunity to attend performances by the West Sussex Music Ensemble, and to take part in music and drama presentations for parents.

PHYSICAL EDUCATION

108. During the inspection just two lessons were observed and there was insufficient evidence to make an overall judgement on standards. The evidence of the lessons seen, however, together with the scrutiny of teachers' planning suggest that standards at the end of Year 2 and by the time the pupils leave the school are above the levels expected for their ages.
109. Year 1 pupils demonstrated good awareness of space and consideration of others, as well as co-ordination skills, in a games lesson. They threw and caught balls and bean bags with good levels of care and accuracy. In a Year 3 gymnastics lesson observed, a sequence of activities was planned well to extend pupils' previous learning. Pupils were managed well so that good discipline was achieved, and pupils worked eagerly and productively throughout. This enabled the activities to move on at a good pace, and for pupils to make good gains in their knowledge and skills in the time available. Pupils collaborated well with a partner, and then as part of a larger group, to develop a sequence of movements paying careful attention to body shapes and balance. Partner work was an important part of the lesson.
110. Improvement since the last inspection is shown in the strengthened role of the co-ordinator, development in planning, the breadth of the curriculum, and procedures for assessing standards and progress. No overall judgement is made on the quality of teaching or learning. However, in the two lessons observed these were good or better. The lessons were planned well, with an appropriate range of resources to help pupils develop their skills. Clear instruction was provided, which meant pupils knew what was expected, and this enabled them to make good progress in their learning.
111. The school has adopted the guidance from QCA as its scheme of work, which meets statutory requirements for the subject. Swimming is not included in the school PE curriculum, although there is good provision for outdoor activities, which are included in the residential visit for pupils in Years 4 and 5. The after-school Sports Club, led by the co-ordinator with support from the caretaker, is popular and well attended by the junior children. The curriculum offers a variety of activities and is well resourced. Links with other schools in the cluster are used to provide opportunities for pupils to compete against others. Facilities inside and outside the building offer sufficient space for the curriculum to be delivered.

RELIGIOUS EDUCATION

112. Only one lesson was seen during the inspection period. However, there was sufficient additional evidence from scrutinising teachers' planning and pupils work to show that pupils' knowledge and understanding of RE at the end of Years 2 and 5 are in line with the expectations of the locally agreed syllabus.
113. There was evidence of work related to feelings and kindness, the Old Testament story about Noah, and New Testament stories about Jesus' life. Pupils also study special people, creation stories, Judaism and Christian festivals. Much of the work is delivered through drama. As a result, pupils' learning is largely unrecorded, and there is a limited amount of work available for scrutiny. However, through talking to the pupils it was evident that they enjoy the drama sessions and proudly discussed their respective roles when they studied the Old Testament story of Noah.
114. The quality of both teaching and learning are satisfactory, and promote the sound progress pupils make. In the lesson observed, Year 4 and 5 pupils used a variety of bibles to find out about the life of Moses. Skilful questioning by the class teacher encouraged the pupils to interpret and draw conclusions from the information and consider further questions to research.
115. The school has identified RE as an area requiring further development, and is currently reviewing provision in this subject. Guidance from QCA is being adapted to meet the school's own needs, to complement the locally agreed syllabus for RE, and develop a more comprehensive scheme of work. Current provision broadly meets the requirements of the locally agreed syllabus for RE, but only two per cent of curriculum time is allocated to this subject and this constrains the progress pupils are able to make. Due to recent changes in staff, assessment arrangements for RE are not yet in place, although plans are in hand to develop these in the near future.