

INSPECTION REPORT

ST PETER'S CE PRIMARY SCHOOL

Ardingly

LEA area: West Sussex

Unique reference number: 126005

Headteacher: Miss Janice Fielding

Reporting inspector: Mrs Janet Gill
18706

Dates of inspection: 3rd to 6th December 2001

Inspection number: 194008

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:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Holmans Street Lane Ardingly West Sussex
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Came
Date of previous inspection:	28 th April 1997

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8991	Mrs Pamela Goldsack	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? - Care How well does the school work in partnership with parents?
6169	Dr Melvyn Bradshaw	Team inspector	Science Geography History Physical education Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils? - Assessment
2756	Mr Michael Barron	Team inspector	English Art and Design Information and communication technology Special educational needs English as an additional language	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's CE Primary School is situated in the village of Ardingly in West Sussex. Most of the pupils attending the school live in the locality. As in the last inspection a significant minority of the pupils come from less advantaged homes. Six per cent of pupils are entitled to a free school meal, which is below the national average. The school has slightly fewer pupils than at the last inspection and is smaller than the average sized primary school. There are 116 pupils on roll, with 10 children attending part-time at present in Reception. The two children who are full-time join pupils in Year 1 during the afternoon. Most will attend full-time by the end of term. In January seven new children will join the Reception class. There are approximately equal numbers of boys and girls. Attainment on entry to the Reception classes is broadly average, with some higher attainment. There are 26 per cent of pupils with special educational needs, which is above average and an increase since the last inspection. One child, at present, has a statement of special educational need, which is below average. One child speaks English as an additional language but does not require additional English language support.

HOW GOOD THE SCHOOL IS

The school provides the children with a satisfactory education. The headteacher, supported by the governors and staff, is providing the school with good management. She has already achieved positive improvements. Although there are still some areas of weakness, the quality of teaching is improving and as a result, standards are improving. Pupils are achieving above average standards at the end of Year 6 in mathematics and science. Children are enthusiastic, enjoy learning and when the quality of teaching is good they make good progress. The school uses its resources satisfactorily and provides sound value for money.

What the school does well

- The headteacher is providing the school with good management
- Standards have improved in mathematics and science and are now above average.
- The children have a good start to their schooling in the Reception class.
- Assessment in English, mathematics, science, the Foundation Stage and special educational needs is good and helping to improve provision through well-focused planning of the curriculum.
- Extra-curricular activities and links with the community are good, links with other institutions are excellent
- Provision for pupils' spiritual, moral, social and cultural development is good.

What could be improved

- Elements of writing at both key stages, particularly handwriting and presentation, are not high enough.
- The lack of a senior management team to support the headteacher in the management of the school is unsatisfactory.
- Some teachers' expectations of the standards of pupils' behaviour and the quality and quantity of their work, particularly for the higher attaining pupils are not always high enough. Standards of marking are variable.
- Some of the behaviour in the playground is of concern, particularly of a minority of boys.
- Not all aspects of the curriculum and assessment procedures are fully developed in the foundation subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in April 1997 has been satisfactory. The quality of education has improved. Provision for mathematics and science has improved and standards have risen and are above average. Provision has improved for children in the Foundation Stage and is a strength of the school. There are schemes of work for all subjects and the quality of teaching has improved, although there are still areas of weakness to address, including the variable quality of marking. Assessment procedures are now good overall, but not systematic for all subjects. Provision for pupils with special educational needs is good as they make good progress but for other children work is not always closely matched to prior ability. Pupils have improved opportunities to organise their own work, for example in mathematics and they make choices about their activities in the Foundation Stage. Older children show good initiative through the work of the School Council. The promotion of pupils' spiritual and social development has improved. The school has

identified priorities for improvement but owing to the present management arrangements, capacity to improve is no better than sound.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	C	D
Mathematics	E	C	A	B
Science	C	C	A	A

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

In the 2001 Year 6 National Curriculum tests, standards in mathematics and science were well above average. In English they were average. In comparison with pupils from schools with a similar proportion of pupils entitled to free school meals, results were below average in English, above in mathematics and well above average in science. The school has worked hard to secure this improvement in mathematics and science. The targets set for English and mathematics were exceeded. Similar targets have been set for July 2002, but there are more pupils with special educational needs in the class and results are not likely to be as high. The improvement over the last four years has been broadly average. Children enter the Reception with broadly average attainment, they make good progress and many are likely to achieve the early learning goals by the end of Reception, with a few exceeding them. Overall, satisfactory progress is maintained throughout the school, although where teaching is good and there has been a concerted drive to raise standards, as in mathematics and science, progress is good.

Currently, standards in Year 2 in English are below average, in mathematics above and in science in line with that expected nationally. Whilst in Key Stage 2, pupils build on their knowledge and skills and, by eleven many are working at above average levels in mathematics and science and at average levels in English, although standards of handwriting and presentation are not high enough throughout the school. The improved quality of teaching is beginning to have a positive impact upon pupils' achievement and their attitudes to learning. Average standards have been maintained in all other subjects, with the exception of physical education (PE) for Years 5 and 6 pupils, where their attainment is higher, particularly in dance. The school has identified gifted and talented pupils in mathematics and provides extension lessons for them within school. However, there are occasions when higher attaining pupils are not sufficiently challenged with appropriate work. Pupils with special educational needs make good progress in relation to their prior attainment. The pupil for whom English is an additional language performs as well as most others in his class and does not require additional English language support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school and settle down to lessons quickly. They are at their best when lessons are challenging and well taught.
Behaviour, in and out of classrooms	Overall good. The behaviour of most pupils indoors is orderly and out of classrooms, pupils follow the established routines. Outdoors, a minority of boys engage in rough play that is of concern.
Personal development and relationships	Overall sound. Personal development has improved with more responsibilities and the School Council. Relationships are negatively affected by chattering in lessons and assemblies and aggressive playground behaviour of some boys.
Attendance	Satisfactory. Attendance is just above the average nationally and there is no unauthorised absence. Pupils are very punctual.

Children have positive attitudes towards school, where teaching is effective they behave and learn well.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Satisfactory

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

The quality of teaching has improved. Ninety-four per cent of teaching was satisfactory or above but a small proportion was unsatisfactory. There is a greater proportion of good teaching than at the previous inspection but overall it is satisfactory for pupils in Years 1 to 6. When teaching is good or better, good learning takes place, but overall the rate of pupils' learning is sound, this is also based on the scrutiny of pupils' previous work. Virtually all teaching in the Foundation Stage was very good; expectations are high and relationships very good consequently children are learning well. Pupils with special educational needs are supported well in their learning, which helps them to make good progress. The contribution made by the teaching assistants is very good. The National Numeracy Strategy is being implemented effectively and standards are rising. The National Literacy Strategy is being implemented satisfactorily. Some teachers' expectations for writing, including handwriting and presentation are not high enough. The quality of lesson planning is good overall. It is well related to medium-term planning, with some effective adaptation according to the progress pupils have made previously, although there is not always enough thought given to activities for the higher attaining pupils. A good feature of most planning is the clear learning objectives identified for each lesson. In the very best lessons, these are revisited at the end of the lesson and pupils are asked for their opinion on the progress they have made. This ensures pupils gain a good knowledge of what they have learnt. When teachers use effective questioning to focus, check and extend pupils' thinking in initial discussions, as in a Year 1 science lesson, it helps to develop pupils' knowledge and understanding. Behaviour management is satisfactory overall. Teachers do not always make their expectations clear enough to ensure that the organisation and control of pupils in lessons is effective. When this happens, a minority of pupils are restless, inattentive and do not listen carefully to instructions. Where teaching is good pupils are conscientious and work hard. Marking is satisfactory overall, although the quality is variable, it is not always helpful to inform pupils what it is they must do next to improve, and at times praise is excessive and used inappropriately. The use of homework is satisfactory, it is relevant to the lesson and consolidates and extends learning appropriately.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides pupils with a satisfactory curriculum which meets statutory requirements. Provision for children in Reception, and for the development of numeracy, is good. Literacy is not always used effectively in other subjects.
Provision for pupils with special educational needs	Provision for pupils with special educational needs has improved and is now good. Pupils have effective support consequently they make good progress.
Provision for pupils with English as an additional language	The pupil for whom English is an additional language performs as well as most others in his class. He does not require additional English language support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Very good attention is given to developing pupils' understanding of their roles within the community, including citizenship. Spiritual, moral and cultural development are promoted well, but the school recognises the need to raise further pupils' awareness of Britain's multicultural society.
How well the school cares for its pupils	Staff have a good knowledge and understanding of their pupils and make good provision for their welfare, health and safety. Very effective tracking procedures are in place for English, mathematics and science. Assessment procedures are good overall, but not systematic for all subjects.

Parents have mainly positive views of the school and this has been maintained since the last inspection. The school works hard to maintain its good partnership with parents and values the contribution they make to their children's learning and the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school provides sound leadership and management. The headteacher is setting a clear direction for the school and is aware of what the school needs to do next to improve. However, the headteacher has an excessive management load because there is no senior management team. The role of the co-ordinator is being developed but permanent staff have too many responsibilities, partly due to teacher shortages.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties well. They know the school well, are committed to its further development and have a clear understanding of the strengths and weaknesses.
The school's evaluation of its performance	The school is now working hard to self-evaluate its successes and weaknesses and is aware of its overall performance. The school has taken sound action to improve and provides the pupils with a satisfactory education.
The strategic use of resources	Educational priorities are linked well to financial commitments. School finances are well managed and monitored by the headteacher and governors. Specific grants are used well to help pupils make good progress. Day-to-day procedures are effective as a result of the efficient school's administrative staff. The school offers, as in the last inspection, satisfactory value for money.

The principles of best value are appropriately understood and implemented by the headteacher and governors. The provision for staffing, accommodation and learning resources is satisfactory overall. The school has experienced difficulties recruiting a new teacher; this is having an impact on the management of some subjects. The playground is small and not appropriate for some types of games. The lack of a dedicated ICT suite is at present affecting provision in the subject.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • The teaching is good • The school helps their children become mature and responsible • They feel comfortable approaching the school • They consider that behaviour is good 	<ul style="list-style-type: none"> • Parents are not well informed about progress • The school does not work closely enough with parents • Some parents felt that the school was not well led and managed • Expectations are not high enough • There is not a wide range of activities outside lessons

The inspectors agree with the parents' positive views of the school and the good regard they have for the school overall. However, the inspectors do not agree with the negative views expressed about communication. The quality of information provided for parents is very good and the school works hard to maintain good, friendly relationships with parents. The quality of leadership and management is sound overall, but with many good features. Inspectors agree with the concerns about expectations; teaching would be better if expectations were higher. There is an interesting range of activities for pupils at Key Stage 2 but, as in many schools, there are no extra-curricular clubs for younger pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 When children start in the Reception at the beginning of the term in which they are five, their attainment is broadly average. This is similar to the previous inspection. The entry testing data confirm this attainment profile. Children make good progress and, by the end of the Foundation Stage, many children reach standards expected for their age in all areas of learning. A few are attaining more highly in communication, language and literacy and mathematical development and are likely to exceed standards expected of children of a similar age. Children are well prepared to start Year 1 National Curriculum work by the end of Reception.
- 2 In the 2001 Key Stage 1 National Curriculum tests, the results in reading and writing were well below the national average, but in mathematics they were well above average. Results were well below average in reading and in the lowest five per cent in writing, when compared to schools with a similar proportion of pupils entitled to free school meals. Too few pupils achieved the higher levels, particularly in writing. However, in mathematics results were above average when compared to similar schools. There were no significant differences between girls and boys in mathematics, they all performed well but in reading and writing the boys outperformed the girls. Teacher assessments in science indicate that the standards are well below average in comparison with national results.
- 3 In the 2001 Key Stage 2 National Curriculum tests, the results in English were average, but in mathematics and science they were well above average. This is because there was a higher than average proportion of pupils attaining the higher Level 5 in mathematics and science. When compared to schools with a similar proportion of pupils entitled to free school meals, standards are below average in English, above average in mathematics and well above average in science. There has been a dramatic rise in mathematics and science. Improvements have been secured due to the high focus on mathematics and science recently, improved teaching and learning and the effective implementation of the National Numeracy Strategy. The school recognises that they need to improve attainment in English especially in the key area of writing. The raising of standards in English throughout the school has been identified as a priority in the school development plan.
- 4 The trend over time of the school's performance was broadly in line with the national trend. Targets set for English were exceeded and for mathematics they were exceeded considerably. Challenging targets have been set for 2002 in both subjects, which are around the standards achieved in 2001. However, from the tracking of pupils' progress, evidence suggests that the present Year 6, with a greater proportion of pupils with special educational needs, are unlikely to achieve such high standards in mathematics and science. Because of the size of the school and the relatively small number of pupils in any one age group, the results can be misleading and caution needs to be taken. For instance, one pupil can represent over eight per cent of the total! The headteacher is acutely aware of this fact and has developed good tracking of individual pupil's progress. In addition there has been good analysis of test results and together with pupils' progress data, this contributes to teachers' medium-term planning and will identify pupils for additional help.
- 5 In English and mathematics, boys have performed better than the girls by eleven but equally well in science. The school's good tracking of individual pupils' attainment and inspection evidence indicates that the girls are now performing equally well. In mathematics, the school has identified able pupils, including girls, with whom the headteacher works in extension lessons. The pupil for whom English is an additional language performs as well as most others in his class. As in the last inspection report, pupils with special educational needs receive good support from their teachers and

teaching assistants and achieve standards appropriate for their ability and they make good progress over time. For example in science, in Years 3 to 6, pupils make good progress because teachers often modify the task, and teaching assistants give good support to help them understand how to display their work. However, this is not always the case for higher attaining pupils. Some more able pupils are not sufficiently challenged by the work in English and in mathematics not enough thought is always given to extending the work of older or higher attaining pupils, particularly for pupils in the Year 3 / 4 mixed age class. In science not enough thought is always given to extending the work of older or higher attaining pupils quickly enough, and this is also linked to the slow pace of some parts of lessons.

- 6 Inspection findings indicate standards of work achieved by Year 6 pupils in English are similar overall to those attained by pupils of a similar age nationally but in Year 2 they are below average. Standards in writing are variable throughout Key Stages 1 and 2, particularly in handwriting and presentation. They are not high enough, especially at the end of Year 2. The general attainment on entry of pupils to the school is broadly average but there are quite considerable fluctuations in some years. Overall, standards of attainment in speaking and listening are broadly in line with the national average throughout the school. It was evident that most Year 2 pupils were confident when talking, spoke clearly and communicated their ideas and thoughts effectively. Year 6 pupils discussed and conveyed their opinions clearly and put them across in interesting ways. Standards of reading throughout the school are variable but broadly average. Pupils of average reading ability in Year 2 could read simple texts with some accuracy but sometimes stumbled over some words of more than one syllable. Pupils in Year 6 read with improving fluency and accuracy with the higher attaining pupils using inference and deduction when reading. Analysis of writing of seven-year-olds show some evidence of progression but the work of less able pupils was often unfinished, spelling of single syllable words was sometimes incorrect and handwriting occasionally difficult to interpret. The work of Year 5 and Year 6 pupils shows clear evidence of progression in writing. Most pupils have a satisfactory knowledge of grammar and punctuation and write interesting stories, usually with some detail in characters and plot. The impact of the National Literacy Strategy has been satisfactory, but it is not always used to best effect. In particular, pupils' writing is not developed sufficiently well. Several pupils have not fully developed the skills necessary to make progress in those areas of the curriculum dependent on writing.
- 7 The majority of pupils enter Year 1 with mathematical skills that are average. Most make good progress as they move through the school and results in standards which are above the national average. The reason attainment is above average is that at least a quarter of the pupils in Year 2 are already working at the higher levels. They already have a good understanding of mathematics, explain their thought processes well using correct mathematical terminology. By Year 6, the proportion of pupils who are able to add, subtract, multiply and divide with expected competence and accuracy is above average. This is an improvement from the last inspection where pupils did not take enough care with accuracy in mathematics. Pupils' understanding of decimals, fractions and percentages is above that expected. Pupils collect and interpret data and use a range of graphical representations well. The number who can apply mathematics to different situations is above average. For example, higher attaining pupils in Years 5 and 6 use atlases to work out world time zones using a 24-hour clock. The school places a good emphasis on pupils' numeracy skills, which are used across the curriculum well. They apply their mathematical skills in subjects, such as science and design and technology.
- 8 Inspection evidence shows that there has been an improvement in science, especially by the end of Year 6. Attainment is currently about average by Year 2 and above average by Year 6. In Years 1 and 2, pupils acquire satisfactory knowledge and skills. In Year 2, they know that materials change, and that some changes, such as water freezing or ice melting, are reversible. However, not enough thought is always given to helping pupils to record their work in ways which allow them to demonstrate their scientific understanding. During

Years 3 and 4, pupils build satisfactorily on the base achieved by Year 2. Pupils' scientific knowledge expands well in Years 5 and 6 so that, by the end of Year 6, attainment is above average. The school gives careful attention to developing pupils' skills, and most know the elements of a fair test, and how to observe and record results. Results from investigations are recorded accurately, but there are too few opportunities for older pupils to carry out investigations that they have designed themselves. The work planned is not always sufficiently demanding and this can limit the attainment of some pupils in aspects of science.

- 9 Standards in information and communication technology (ICT) are average and pupils make satisfactory progress in all areas of the subject throughout Years 1 to 6. This represents an improvement since the previous inspection. On entry to Year 1 most pupils have developed some basic computer skills. By Year 2 most pupils show evidence of being able to explore information from various sources and present ideas using text, load and save programs. They build up pictures using shapes, editing and altering text and making simple designs. Most pupils continue to develop their computer literacy and proficiency as they progress through the school, so that by Years 5 and 6 they have developed a wide range of ICT related skills and their work reflects this. They word process, import images and analyse data. Pupils use their ICT skills to support work in other areas and have experience of using the Internet.
- 10 Standards have been maintained in religious education. By the end of Years 2 and 6, pupils' knowledge and understanding reflect the expectations of the Locally Agreed Syllabus. Pupils in Years 1 and 2 make sound progress in their understanding and knowledge of Christianity and understanding of festivals. For example, Year 1 pupils understand the importance of the festival of light in different religions and appreciated the events of St. Lucia Day as it is celebrated in Sweden. By the time pupils are in Years 5 and 6 they are familiar with stories, festivals and ceremonies from Christianity and Hinduism. They know about the conversion of St. Paul and how he became a martyr, explain why Ramadan is special to Muslims and have a secure understanding of some of the features of Hinduism.
- 11 Pupils make satisfactory progress throughout the school in all subjects and by seven and eleven meet the national expectations. Standards have been maintained in all subjects with the exception of physical education (PE) in Year 6, where standards are now higher than expected nationally, particularly in dance. Pupils develop skills across all relevant areas of PE, including swimming. From detailed swimming assessment, it is evident that pupils achieve the required standards with some achieving more highly. In art and design by the end of Year 6, pupils have developed their skills, knowledge and understanding and explore and develop ideas and analyse their work critically. Good attention is paid to health and safety in design and technology. In discussion, seven-year-olds and eleven-year-olds were well aware of safe techniques for sawing wood and the need for care when using a glue gun to join materials. Pupils' awareness of environmental issues in geography has been raised. However, the school recognises that the geography curriculum is not yet organised in sufficient detail, and as a result there is little high attainment. Similarly, in history there is little high attainment and quite often an over-reliance on work sheets, which are not always used to best effect. In music, pupils' singing is developed effectively. Most pupils have a good sense of performance and an awareness of their part. This is particularly the case when the recorder players accompany the hymns in assembly, which they do well.

Pupils' attitudes, values and personal development

- 12 Most children enter school with satisfactory skills in personal and social development. Teaching is very good in this area which helps most children make very good progress and, as a result, most are likely to reach the early learning goals by the end of the Foundation Stage, with a few exceeding the expectations. Adults encourage the children to

be independent and give them good opportunities to use their initiative, work independently and make choices about their activities. All adults have high expectations of children's behaviour. This has a positive impact. Consequently the vast majority of children behave well, listen and respond positively to instructions, although there is a very small minority who do not. There is strong promotion of personal development, with an emphasis on sitting quietly and taking turns. Children are confident, friendly and form very good relationships with adults and one another.

- 13 Overall pupils in Key Stages 1 and 2 display good attitudes toward learning and this standard has been maintained since the last inspection. Pupils like school, arrive promptly each morning and settle down to lessons without delay. In particular, the oldest pupils are keen to talk about their work and extra-curricular activities, where there is a high level of participation. The direct link between the quality of teaching and the responses of the pupils was evident throughout the inspection. When the teacher's objectives were clear and expectations high, pupils worked hard and met their objectives. For example, in a well taught physical education lesson pupils in Years 5 and 6 refined their skills and worked very well in pairs and small groups perfecting an Aztec dance routine. Conversely, a number of boys in Years 3 and 4 were noisy and inattentive in a music lesson where discipline was ineffective and ended abruptly due to their continual calling out and excessive noise.
- 14 In general, the pupils' good level of behaviour has been maintained since the last inspection with the vast majority of pupils behaving well. Indoors the school is an orderly community and pupils understand the rules in place and abide by the established routine. Pupils treat the buildings, resources and equipment with care. Parents and pupils agree that bullying is discussed regularly in order to prevent it and that bullying related misbehaviour is a rare occurrence. However, a minority of pupils' behaviour outdoors on the playground is much too rough and unrestrained. The area is relatively small for the numbers of pupils and throughout the inspection week many boys engaged in play where they only wanted to push and shove each other or throw balls with no regard where they landed. School records on playground behaviour confirm that this is customary and more serious incidents have occurred in the past. The standards of behaviour expected of pupils outdoors in the playground are not high enough. Adults on duty as supervisors observe pupils but do not always mingle with them and insist upon correct behaviour. Pupils are capable of behaving well outdoors as they immediately respond when the bell rings and line up quickly to return to lessons. There has been one, fixed term exclusion for misbehaviour during the last reporting year and this involved a pupil whose special educational needs include behavioural difficulties and the necessity for extra support.
- 15 Relationships within the school are satisfactory but this reflects a decline since the last inspection. There is good racial harmony and boys and girls are treated equally. However, there is a tendency for some pupils to chatter amongst themselves in lessons and in assemblies and ignore whoever is speaking. They appear not to understand that even if this goes undetected by nearby adults it is discourteous to the speaker, whether it is a teacher or a fellow pupil. There were instances of misbehaviour seen during the inspection and at all times pupils knew that an inspector was present. It was disappointing that they did not display more loyalty to their teachers and endeavour to do their best whilst being observed. For example, a small group of Year 2 pupils ignored their teachers' instructions regarding the use of climbing apparatus in a physical education lesson.
- 16 The personal development of pupils is good and has improved since the last inspection. The school addressed this issue well and there is now good progression in responsibilities and independence as pupils become older. When children begin school in the Reception class, they register themselves at the beginning of each session by placing their name card on a chart themselves. Pupils continue to progress and tidy up equipment and help with jobs that give them a valued part in the life of the school community. Pupils on the School Council are elected by their peers and take their roles seriously. Older pupils take part in

an annual residential trip and offer practical help with younger pupils, such as making 'story sacks' containing specific items to enliven the literacy hour. A book of grandparents' memories of World War 11 was conceived and completed by older pupils to raise funds and this worthwhile volume is a tribute to their ingenuity and commitment.

- 17 Pupils' attendance remains satisfactory and is just above the national average. Parents continue to follow guidance regarding their children's attendance at school and there is no unauthorised absence.

HOW WELL ARE PUPILS TAUGHT?

- 18 Improvements in the quality of teaching have made a satisfactory contribution to the rise in standards seen since the school was last inspected. In the April 1997 inspection a small proportion of unsatisfactory teaching was seen, although the majority was satisfactory or better. That the standard of teaching has improved is largely due to the recent good monitoring and development of this aspect of the school's work, although in the current inspection, a small proportion of unsatisfactory teaching was observed. The overall quality of teaching is satisfactory, however there is now a greater proportion of good and very good teaching. Of the 36 lessons seen, the majority (34) were satisfactory or better with 12 being good, seven very good and two unsatisfactory. Very good teaching was seen with oldest pupils and the youngest in Key Stage 1. Teaching in the Foundation Stage was virtually all very good. When teaching is good or better this results in good learning taking place and overall the rate of pupils' learning is sound, based also on the scrutiny of pupils' previous work.
- 19 The quality of teaching in the Foundation Stage is effective, coupled with a good curriculum that is well structured, ensures all children make good progress. Very good teamwork between the class teachers and the teaching assistant helps to create a safe, secure and stimulating environment, where effective learning takes place. Children's personal, social and emotional development is given a high priority to good effect. Teaching is very good in this area which helps most children make good progress and, as a result, most are likely to reach the early learning goals by the end of the Foundation Stage. Classroom organisation and the management of children are very effective. The arrangements for teaching literacy and numeracy are good, including when children are taught in small groups, following a whole class introduction. Children are set appropriate work and those that need extra support are identified and supported very well, which greatly enhances learning. Teachers make learning fun, create a sense of anticipation, and use resources very effectively.
- 20 The quality of teaching in English is satisfactory overall with some good features. When teaching is good, planning is effective, resources are used well and the teacher's knowledge and understanding of the subject are secure. Where there are weaknesses, the pace of lessons is not brisk and teachers' expectations not high enough. Consequently work is not sufficiently challenging for some pupils and, in some cases, this is reflected in both attainment and also the unsatisfactory attitudes and behaviour of a minority of pupils.
- 21 The quality of teaching in mathematics has improved and is now mostly good throughout the school. Lessons focus sharply upon promoting the underlying mathematical understanding and teachers demonstrate good subject knowledge and competence when teaching mathematical skills. There is particularly good promotion of using and applying mathematics throughout all aspects of pupils' work. The mathematical expertise of the teachers, thorough planning and organisation and the ability to involve most of the pupils combine to promote good progress as evident in the recent rise in standards in mathematics.
- 22 The impact of the National Literacy Strategy has only been satisfactory, and basic skills, in some aspects of writing, particularly handwriting and presentation, are not sufficiently well taught, consequently standards are not high enough. Speaking and listening skills however

are often taught well. For example, discussions within religious education are well organised to help pupils develop their speaking and listening skills. The National Numeracy Strategy has been successfully introduced and achievement in mathematics has risen. Numeracy skills are promoted well and teachers provide good opportunities for pupils to use their skills in practical and problem solving activities in other subjects, such as science.

- 23 The quality of teaching in science varies from satisfactory to good throughout the school, and is generally good in Years 3 to 6. Teachers effectively use scientific inquiry as a means of developing knowledge and understanding across the various aspects of the subject. In a good lesson in Year 1, the teacher's subject expertise enabled her to enthuse pupils to investigate the truth of the assertion that darkness was merely the absence of light. Teachers structure lessons carefully and use initial discussions to develop pupils' knowledge and understanding. This is often due to the effective use of questions. The teachers provide an appropriate range of equipment, organise groups effectively and encourage pupils to explore the materials provided.
- 24 Teaching of ICT is satisfactory overall although pupils do not have enough opportunities during sessions for hands-on computer experience and teachers have to structure sessions to make best use of limited resources. Teachers are presently receiving national training in ICT and awaiting suitable accommodation to teach the subject. Teaching assistants have received in-house training to improve their general expertise level and the benefit of this was evident in observed lessons when teaching assistants ably supervised groups of pupils using a variety of different programs on computers. Good use was made of ICT to support teaching and learning across the curriculum.
- 25 Where teaching is good, the vast majority of pupils are conscientious and work hard. For example, in a Year 5 / 6 art and design lesson, they were keen to do well and for most of the session were engrossed in their work. They had designed and constructed Aztec bowls using papier-mâché and were in the process of completing the intricate designs on the bowls normally associated with Aztec art. However, there are occasions in other classes when pupils do not concentrate as well as they might when not working directly with an adult. This is often associated with a slower pace in lessons or when teachers do not expect enough from pupils in the quality of work or in the way they behave.
- 26 The quality of lesson planning is good overall. It is well related to medium-term planning, with some effective adaptation according to the progress pupils have made previously. A good feature of most planning is the clear learning objectives identified for each lesson. In the very best lessons, these are revisited at the end of the lesson and pupils are asked for their opinion on the progress they have made, as in a mathematics lesson in Years 5 / 6 on time. This approach helps to motivate and challenge pupils and ensures they gain a good knowledge of what they are learning. In all lessons in the core subjects of English, mathematics and science, pupils are grouped according to their ability. This helps most pupils make at least satisfactory progress, including the pupil for whom English is an additional language, although the pupils does not require extra specific support. In the mixed age classes, however, there is not always sufficient distinction made in the work for different groups. In some classes, sufficient thought is not always given to ensuring that all pupils receive work that extends them sufficiently. This is especially evident in the work of pupils in Years 2, 3 and 4.
- 27 A satisfactory range of teaching methods is used in most subjects, being adapted well to both the requirements of different subjects and the needs of pupils in the class. Teachers explain things clearly, give good examples and demonstrate well. Teachers use effective questioning to focus, check and extend pupils' thinking in initial discussions as in a Year 1 science lesson, this helps to develop pupils' knowledge and understanding. The contribution made by the teaching assistants is very good. For example, in one lesson on editing text in Year 2 the teaching assistant ably assisted several groups of pupils working on computers by helping them get over their difficulties, encouraging them to complete

their work and offering hints and advice. The effective use of resources, such as religious and historical artefacts, stimulate pupils' interest and hence aid learning. Class teachers prepare well for the work they undertake in each lesson. They give particularly good support in ensuring the pupils with special educational needs are fully included in all activities which helps them to achieve well for their abilities. The use of homework is satisfactory. It is mostly used in literacy and numeracy, where it is relevant to the lesson and consolidates and extends learning satisfactorily.

- 28 Behaviour management is satisfactory overall. However, teachers do not always make their expectations clear enough to ensure that the organisation and control of pupils in lessons is effective. When this happens, a minority of pupils are restless, inattentive and do not listen carefully to instructions, as in a Year 2 PE lesson when pupils went on apparatus when instructed not to. When expectations are high, most pupils concentrate well and take responsibility for their own learning. For example in a mathematics lesson in Years 5 and 6 when pupils were required to find out about world time zones, they selected appropriate atlases and worked with a partner finding out the answers to the problems set.
- 29 Marking is satisfactory overall. However, the scrutiny of work that pupils had completed previously showed variable quality of marking. This was an issue at the time of the last inspection. Where teachers are successfully marking work there is good evaluation of pupils' work which helped them to improve. Where it is good, as for older pupils, teachers know their pupils well and this enables them to assess day-to-day progress accurately and to respond meaningfully in determining what should be taught next. However, some marking is not helpful to inform pupils what it is they must do next to improve, and at times praise is excessive and used inappropriately. On occasions errors relating to subject knowledge or vocabulary, are not corrected, for example in science and geography. There are also, occasions when teachers do not expect high enough standards and accept unfinished work and poor presentation.
- 30 The provision and teaching of pupils with special educational needs is good. Pupils with special educational needs receive good support in class, especially from the teaching assistants who assist class teachers in the implementation of special programmes and individual educational plans, all of which are detailed and meet the needs of the pupils they refer to. There are good examples where teachers vary how pupils with special educational needs are to record their results; this helps them to access work in lessons well. However, some more able pupils are not sufficiently challenged in lessons by the work planned. Not enough thought is always given to extending the work of older or higher attaining pupils, particularly for pupils in Years 2, 3 and 4.

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

- 31 The previous report suggested that pupils were offered a broadly balanced curriculum, which met National Curriculum requirements. A key issue related to the need to complete schemes of work to inform lesson planning and to ensure 'continuity and progression'. Satisfactory progress has been made, with national guidance and the school's own detailed planning being used. The school recognises that the guidance for the teaching of geography is not yet fully in place. Effective use is being made of the National Numeracy Strategy, and this has helped to bring about the improvements in pupils' attainments in mathematics.
- 32 The school provides a satisfactory curriculum overall, and it is good for children in Reception. Good provision is made for pupils with special educational needs. A strength is the effective link made between many subjects, which helps to make learning relevant to pupils. The curriculum gives adequate emphasis to literacy and provision for numeracy is good.

- 33 There is a good curriculum in place for children in Reception, which covers all areas of learning. Well-planned activities enable children to make good progress in both their academic and personal development. The activities to promote the development of language and mathematical skills, and to raise awareness of the world around them, are especially good. A suitable range of activities links aspects of children's work very well and encourages learning effectively. The story of 'Goldilocks and the Three Bears' led to suitable language, role-play, construction and cooking activities. The two children who are full-time benefit from joining pupils in Year 1 during the afternoon. They are thriving in this environment.
- 34 The curriculum for pupils in the remainder of the school provides a suitable range of activities, which helps prepare them satisfactorily for secondary school. Statutory requirements are fully met. The school bases its work on the National Literacy and Numeracy Strategies, national guidance and its own planning. These help to ensure adequate coverage. However, in some classes, sufficient thought is not always given to ensuring that all pupils receive work that extends them sufficiently. This is especially evident in the work of pupils in Years 2, 3 and 4. As a result, pupils with special educational needs make good progress, but for others it is satisfactory. In the mixed age classes, there is not always sufficient distinction made in the work for different groups. The National Numeracy Strategy has been successfully introduced, and together with enrichment activities for more able pupils, achievement in mathematics has risen. The impact of the National Literacy Strategy has only been satisfactory, and it is not always used to best effect. In particular, some aspects of pupils' writing are not developed sufficiently well.
- 35 The school has made significant improvements in its provision to promote pupils' personal, social and health education, including citizenship. The headteacher has been instrumental in this work, and detailed guidance is being developed. Each class has weekly lessons to promote these areas of work. This provision is very good, but teachers do not always follow it through at other times and, as a result, its impact is less than might be expected. Sex education and drugs awareness are included in this programme, as well as being covered in the relevant areas of the science curriculum. The School Council is elected termly, and this helps to give as many pupils as possible a chance to take on this responsibility. Those on it currently take their duties seriously. Children in Reception are encouraged to develop independence and this is having a positive impact on provision in other classes.
- 36 Pupils with special educational needs are supported well within their work. In particular, lesson planning identifies their specific needs and teaching assistants give high quality help. In the best examples, tasks and methods of recording are varied, but this is not so evident in science when worksheets can be too structured and rely on good language skills for their completion. All pupils have full access to the curriculum but not enough thought has given to ensuring that they all have the opportunity to achieve their maximum potential. This is because the planned work is not always demanding enough.
- 37 The school maintains good links with the community, and the curriculum is enhanced through visits, visitors and the use of the local environment. These motivate pupils and help to enhance learning in subjects such as art and design, science, geography, history and music. Local artists are to work with pupils who are particularly gifted in art and design. There are good links with a local National Trust property and the South of England showground, which is situated in the village. A residential visit for older pupils supports learning, especially in ICT and PE. Pupils in Years 3 and 4 attend swimming lessons. The school provides a good range of extra-curricular activities, these are particularly strong for pupils in Years 3 to 6, but as in many other schools, none is available for younger pupils. Links with partner institutions are excellent and have a very positive impact on pupils' learning and staff development. Close links with a large group of local, rural primary schools help support pupils' learning because they are able to share costs of, for instance, staff and governor training. Joint curricular ventures also extend the opportunities for pupils, and competitive sport between the schools is often organised. Strong links also

exist between the school and a local secondary school. Older pupils visit the school in a well-planned programme which makes transfer easy. Musical performances and special events, such as for science, strengthen this bond. Staff in Reception have established helpful links with the local pre-school group which most children attend before starting school.

- 38 The school's provision for pupils' spiritual, moral, social and cultural development was described as good in the previous inspection. Spiritual development was promoted satisfactorily, other areas were described as good. Provision remains good, but there has been an improvement, especially in the areas of spiritual and social development. Most staff are adept at making effective use of opportunities that arise during the teaching day, but these are not planned systematically in every subject and opportunities are missed.
- 39 Spiritual development is promoted effectively. Religious education makes a strong contribution, with opportunities to reflect on the meaning of some of the stories told by Jesus, and about a range of faiths. During the telling of part of the Christmas story, pupils were asked how they would have felt had they been a shepherd when 'a bright light appeared'. They responded well with words such as amazed and terrified. Lessons, which form part of the personal education programme, help pupils reflect on certain human characteristics. In Year 2, pupils were helped to think about what it is like to be shy. In science, pupils experience the excitement of finding out and observing for themselves, and in mathematics the teachers' enthusiasm for number work stimulates pupils' interest.
- 40 The provision for moral development is good, and that for social very good. Many activities support both of these areas of personal development. The school's personal, social, health and citizenship programme provides a very strong introduction for pupils. The school's behaviour policy is clear, and school or class rules are displayed in most classrooms. In their dealings with the children, most staff emphasise the positive and treat pupils with respect. As a result, in the best lessons, pupils learn to treat others with respect and to listen to each other. Pupils are taught the difference between right and wrong, for instance through a planned programme of collective worship on the theme 'modern ten commandments'. In science and geography, pupils consider important environmental issues of the day, such as pollution, and recycling of paper is the responsibility of older pupils on a rotational basis. Visitors who talk about environmental issues also raise social and moral awareness. Pupils collect for a range of charities, with the choice of the charities being those of the School Council, in consultation with other pupils. Reception children are encouraged to develop social skills, especially sharing and co-operation with other children in the class. In addition, independence is promoted strongly from the start of the school day when they self-register. There are occasions when pupils are encouraged to take on responsibility for various roles within their classrooms, as well as returning the registers to the office. Older pupils join younger ones in a paired reading programme. The extensive programme of visits, including residential trips and visitors, plays an important role in developing social skills.
- 41 Provision for pupils' cultural development is good. In Reception, the children's role-play area includes dolls from different backgrounds. In cookery activities, foods from different countries are explored. In art and design, prints by artists such as Kandinsky's 'Squares with Concentric Circles' form part of the displays but there are not enough opportunities for pupils to consider the work of famous artists or art from a wide range of backgrounds. Religious education makes a good contribution to cultural development with pupils introduced to a wide range of faiths, including Christianity. The well-planned programme helps pupils realise that, although most Hindus live in India, a significant number is found in Britain. In geography, pupils consider the life of families overseas, for instance those in India. Cultures from the past, such as the Aztecs, and life in Tudor times, are explored in history. This is further extended in music, dance and art and design activities based on these past cultures. During assembly each morning, pupils are encouraged to listen to the music of a famous composer, such as Bach during the inspection period. The school has

identified in its development plan that it needs to do even more to introduce pupils to, and celebrate positively, the wide range of cultures now found in the United Kingdom.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 42 The school provides a caring environment for its pupils and its small size adds to its character as the traditional village school. Pupils are well known to staff members and, overall, the policies and systems for ensuring their welfare are good and followed effectively. This is in keeping with the findings of the last inspection. The headteacher is the named teacher with responsibility for child protection and the school follows the local authority's guidelines. Statutory requirements are fully met in this area. The headteacher has a high level of commitment to child protection issues and recently made arrangements for all members of staff to receive specialist advice and thus strengthened the school's provision for pupils' care. Pupils with allergies or medical needs are cared for sympathetically by members of the staff trained to administer first aid. Fire drills take place each term and the inspection of fire extinguishers, electrical equipment and physical education apparatus is up to date. Governors are committed to ensuring the health and safety of all pupils and carry out regular risk assessments of the site.
- 43 The arrangements to support prompt, regular attendance are good. Class registers are kept according to guidelines and monitored to identify any worrying trends among pupils' absences. Parents are regularly reminded about their role in supporting good attendance and help their children and the school by not allowing any unauthorised absences.
- 44 Each class teacher records pupils' personal development in a similar format and these observations provide a good record of progress over the year. Information about pupils' development is shared with parents in their end of year reports and accompanies pupils' academic records so that each year their respective new class teacher will have a clear overview of their maturity and progress.
- 45 The school behaviour guidelines are sensible and reinforced by the parents' working party that met and drafted anti-bullying measures that are relevant to this particular school. As a result, the procedures for monitoring and eliminating oppressive behaviour are good. However, behaviour management in other areas is only sound. During the inspection there were lessons where teachers were unable to discipline pupils, mainly boys, effectively and this diminished learning for the whole class. Teachers continually corrected these pupils but did not make use of the progressive sanctions outlined in the school policy. More worrying is the misbehaviour among boys on the playground during breaks. Incidents are recorded but the school is not pro-active in eliminating rough play and directing pupils' energy towards safe and worthwhile games. The small size of the playground also means that rough play is a potential health and safety hazard.
- 46 Procedures for assessing pupils' attainment and progress are good, especially in English, mathematics and science. Shortly after starting in Reception, children's attainment is assessed. These assessments provide useful information, and they are supplemented by the detailed assessments completed by staff. Staff in Reception use the information gained very effectively to plan a wide range of appropriate activities. In the remainder of the school, good procedures are in place to assess pupils' progress in some subjects. In English, detailed assessment, including reading and spelling tests, give a clear picture of pupils' progress. Similarly in mathematics, a good range of assessment procedures are in place. Optional tests are used in English and mathematics. In science, good procedures are developing for the assessment of both knowledge and skills. Good assessment procedures in ICT help teachers to track the acquisition of skills by pupils. In PE, good procedures are used for assessment in swimming, and this leads to the award of the school's own bronze, silver and gold awards. Recently introduced guidance for other areas of PE has the potential to provide staff with valuable information. Assessment in other subjects is not sufficiently detailed, systematic or matched closely with the planned learning

outcomes for each topic. The information obtained is used to set whole school and individual targets. School assessments, and the results of statutory tests, are analysed effectively to provide information and track pupils' attainment and progress, as well as to quantify the added value the school achieves by Year 6. Modifications to the curriculum, and to teaching, are also made following these analyses. This has resulted, for instance, in the recognition that pupils' results in science are adversely affected by the difficulties they experience when interpreting data. Accurate assessments are used to identify and to help support the learning of pupils with special educational needs. As he is already competent at English, the school's general assessment procedures are applied to the one pupil for whom English is an additional language.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 47 Parents have mainly positive views of the school and this has been maintained since the last inspection but there were a number of parents that felt that the school was not well led and managed. The inspectors consider that the quality of leadership and management is sound overall, but with many good features. The relatively new headteacher is providing good management and has a clear educational direction for the school. The school works hard to maintain its good partnership with parents and values the contribution they make to their children's learning and the life of the school. This is illustrated by the good arrangements in place for the start of the day for the children in the Foundation Stage. Parents, carers and children are warmly welcomed and while children quickly settle to their chosen activities, staff are available should parents need to share minor concerns or information. This helps the children settle very well and at the same time establish a good partnership with parents. The school, particularly the headteacher, now consults more with parents and this enables them to take a more active role. A good example is the group of parents who met in the evenings to discuss how bullying could be prevented and drafted anti-bullying measures for the school.
- 48 The link between home and school is well supported by the very good quality of information provided for parents. The prospectus and governors' annual report to parents are very well presented and contain all of the required information along with added details about school life. A minor flaw is that the school needs to clarify its reporting of attendance and provide parents with a figure for attendance, along with the rates of absences. Newsletters are informative and issued regularly. There are three scheduled meetings each year for parents to meet with class teachers and either discuss pupils' progress or view their work. Pupils' end of year reports to parents are of good quality and meet statutory requirements and report on each national curriculum subject and religious education. The information for English, mathematics and science is more detailed than for the other subjects. A significant minority of parents who responded to the questionnaire had negative views about communication. However these views were not shared by the majority of parents at the well-attended meeting held before the inspection commenced. All members of the inspection team agree that the school works closely with parents and provides very good information.
- 49 The parents' contribution to their children's learning is good. Parents and members of the community volunteer to help in school with support in lessons and clubs. As at the last inspection the Parent Teacher Association continues to work hard to organise social and fund raising events. Most recently their generosity has funded the high quality early years playground. Parents who read to their children at home help support literacy but the school has not gauged how many parents provide this support. Parents feel that there has been improvement with the setting of regular homework. However, the homework diary has only recently been introduced and is not yet utilised as a tool for regular communication between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 50 The leadership and management of the school are satisfactory overall. The headteacher ensures effective leadership and clear educational direction for the school, ably backed by an effective and supportive governing body. There has been a slight variation in the judgements in the previous inspection and the present one. It was reported that the headteacher provided strong and effective educational direction and that the governing body was very supportive. The headteacher has been in post for a relatively short time but in this time has brought about a number of significant changes. Since her appointment, she has worked hard to secure improvements in the school and is having a positive impact on pupils' achievements, for example raising standards in mathematics.
- 51 The headteacher knows her staff very well and provides them with the support they need to carry out their teaching duties, ensuring extra help when required. She understands the needs of the school and has been instrumental in ensuring that present school developmental planning focuses on the need to improve standards in literacy as a priority area for school improvement. She has promoted growth in the leadership skills of both the staff and the governors and has ensured that the needs of the pupils are at the forefront of all planning. She has gained the confidence of the staff, the governors and the pupils and relationships with the community are generally good although some parents felt that the school was not well led and managed. Overall, issues from the last inspection have been tackled satisfactorily. There is now a shared commitment for improvement and the capacity to succeed
- 52 However, the headteacher does not have the management support she needs to continue to carry out her own duties. The school does not presently have a deputy headteacher for her to share responsibilities with and there is no senior management team in place within the school. This is an unsatisfactory situation as it effectively isolates the headteacher in her leadership and management duties. The decision not to replace the previous deputy headteacher was taken by the governors on financial grounds and the lack of the formation of a senior management team can in some ways be attributed to the school's inability to recruit a full-time teacher to fill a staff vacancy. This has had a detrimental effect not only on aspects of teaching and the rate of improvements but also on the continued management of the school, for example the co-ordination of some subjects.
- 53 The governing body meets regularly and, although one-third of its members are new, it effectively fulfils its statutory duties and has a clear understanding of the strengths and weaknesses of the school. The governors realise the school's need for a senior management team and are also well aware of the importance of raising standards, especially in literacy, and of continuing to develop the role of subject co-ordinators. They have played a clear role in shaping the direction of the school so far and have recently restructured their committees in order to make them more effective and increase their benefit to the school. The governors effectively monitor school spending and keep parents informed about the school with annual reports, the last one of which was very well presented and was informative, friendly and readable. Parents are kept aware of developments at the school including, for instance, the fact that the school has recently implemented a tracking system to monitor the individual progress of pupils in the core subjects throughout the school. The headteacher monitors the quality of teaching every term and links this to performance management, which is itself regularly discussed at governors' meetings.
- 54 Teachers' roles as curriculum co-ordinators and subject leaders vary according to subject. The previous inspection reported that curriculum leadership was an area for continued development and this now appears to be at least satisfactory in all subject areas. The quality of leadership in some subjects, such as ICT and mathematics, is good and provides very clear direction for the subject. However, the high turnover of staff has led to some subjects, such as history and religious education, being co-ordinated on a temporary basis.

Leadership in the Foundation Stage is also good and this is reflected in the quality of teaching and learning. The management of the provision for pupils with special educational needs is also good and, as a result, these pupils make overall good progress.

- 55 The school employs a part-time bursar to monitor and administer the school's finances. She regularly reports the school's financial position to the headteacher and the school's governing body and uses new technology well to support financial administration in general. Specific grants are used for their purposes and an example of this can be seen in the provision of the proposed ICT suite. Some items of expenditure in the current school budget, such as advertising for a new teaching member of staff, have exceeded planned costs by several hundred per cent because of external factors but overall finances are well managed and the school makes satisfactory application of the principles of best value. As at the time of the last inspection, the school offers sound value for money.
- 56 The match of teachers and support staff to the demands of the curriculum is satisfactory even though the school continues to experience difficulties recruiting a new teacher to the staff. The staff are well qualified and ably supported by teaching assistants who are well used and receive in-service training within the school in order to build their expertise and confidence. In some observed lessons teaching assistants took responsibility for helping and guiding pupils when they were working on computers and in other sessions teaching assistants took charge of groups of pupils whilst they completed tasks set by the teacher. They undertook these tasks well. Arrangements for the induction of new staff are good and the school's potential for training new teachers is satisfactory.
- 57 The school's accommodation is satisfactory to meet the needs of the National Curriculum and the school makes good use of every available space. The school's old kitchen has been converted into an office and learning area but the lack of a dedicated ICT suite is at present affecting the standards of delivery in this subject. The library is adequately stocked and well used as both a library and extra teaching area. Classrooms are large and airy and enhanced by the good quality displays within them. The school is clean and well maintained and presents an attractive learning environment for pupils. Resources are satisfactory and well used. The school does not have its own playing fields but makes use of the village sports fields. The playground, however, is small and limiting for the number of pupils using it at any one time.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 58 To improve the standards achieved and the quality of education provided, the governors, headteacher and staff should:

(1) Raise standards in writing * by:

- emphasising the importance of correct spelling and presentation of work in English and in all subjects of the curriculum;
- encouraging pupils to take greater care in their handwriting, including writing in subjects other than English;
- developing literacy skills across the curriculum.

Paragraphs: 3, 6, 34, 67, 70, 75, 76, 77 and 80.

*The school has already identified this as a priority and provided for it in the school development plan.

(2) Explore ways to create the management support the headteacher needs to enable her to carry out her numerous duties.

Paragraphs: 62, 96, 113 and 117.

- (3) Improve the satisfactory teaching to the very best in the school, by sharing best practice already in the school by:
- providing appropriate challenges in all subjects which enable higher attaining pupils to achieve consistently high standards by building upon and using their skills, knowledge and understanding;
 - ensuring that all staff are consistent in their marking of pupils' work;
 - having higher expectations of the amount of work pupils can achieve in lessons and of the way it is presented;
 - ensuring that pupils listen attentively and stay on task whenever the teacher is talking to the whole class;
 - using effective management and control strategies and taking quick action to deal with the few occasions when pupils misbehave.

Paragraphs: 5, 6, 8, 11, 13, 15, 20, 25, 26, 28, 29, 30, 34, 36, 45, 75, 78, 79, 87, 88, 93, 94, 95, 112, 115, 116, 127, 133, and 138.

- (4) Improve the behaviour in the playground, particularly of a minority of boys, by:
- raising the expectations of what is acceptable playground behaviour;
 - establishing procedures for all pupils to play with consideration for the safety of others.

Paragraphs: 14, 45 and 67.

In addition the following minor issues should be addressed:

- (1) Ensure the good assessment procedures already in place are implemented in the remaining subjects.

Paragraphs: 11 and 46.

- (2) Ensure all aspects of the curriculum in the foundation subjects, such as mapping skills in geography, are developed appropriately.

Paragraph: 31 and 110.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	12	15	2	0	0
Percentage	0	19.4	33.3	41.7	5.6	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	116
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.6

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	7	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	11
	Girls	6	6	7
	Total	15	14	18
Percentage of pupils at NC level 2 or above	School	79 (78)	74 (78)	95 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	10
	Girls	6	7	6
	Total	16	18	16
Percentage of pupils at NC level 2 or above	School	84 (78)	95 (100)	84 (100)
	National	85 (84)	89 (88)	89 (88)

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

* Individual figures omitted because fewer than ten boys or girls.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	7	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	6	6	7
	Total	10	11	12
Percentage of pupils at NC level 4 or above	School	83 (86)	92 (82)	100 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	6	6	6
	Total	10	10	11
Percentage of pupils at NC level 4 or above	School	83 (86)	83 (86)	92 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	101
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.0
Number of pupils per qualified teacher	19.2
Average class size	24.8

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	100

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	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	295942
Total expenditure	289866
Expenditure per pupil	2416
Balance brought forward from previous year	3048
Balance carried forward to next year	9124

Recruitment of teachers

Number of teachers who left the school during the last two years	3.0
Number of teachers appointed to the school during the last two years	4.0
Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	116
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	36	5	5	0
My child is making good progress in school.	34	47	10	6	2
Behaviour in the school is good.	31	53	6	7	3
My child gets the right amount of work to do at home.	30	48	13	6	3
The teaching is good.	25	57	5	3	9
I am kept well informed about how my child is getting on.	25	49	14	10	1
I would feel comfortable about approaching the school with questions or a problem.	51	37	8	3	1
The school expects my child to work hard and achieve his or her best.	16	61	15	2	6
The school works closely with parents.	16	54	20	6	5
The school is well led and managed.	16	47	13	8	16
The school is helping my child become mature and responsible.	28	61	8	2	1
The school provides an interesting range of activities outside lessons.	26	36	24	3	10

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

- 59 The Foundation Stage is a strength of the school because virtually all teaching is very good which has a significant impact on the good progress children make. There have been good improvements in the provision and teaching for children in the Foundation Stage since the last inspection. There are 12 children in the Reception class, two attend full-time, the rest attend part-time. A further seven children will join the class in the spring term. Positive links have been established with the parents through daily contact. Children are very soon settled and get used to school routines. Most have had pre-school experience prior to starting school. When children enter the Reception class, their attainment is broadly average and what is expected for children of their age. This is similar to the previous inspection. The entry testing data confirm this attainment profile. Children make good progress and, by the end of the Foundation Stage many are well prepared to start Year 1 work.
- 60 There is a good curriculum in place for the children in the Reception class. It is well structured to ensure coverage of each area of learning. This helps all children make good progress. Very good teamwork between the class teachers and the teaching assistant helps to create a safe, secure and stimulating environment, where effective learning takes place. The arrangements for teaching literacy and numeracy are good; children are taught in small groups following a whole class introduction. Assessment arrangements are good. The information available, such as the entry data, is used well to ensure children are set appropriate work and identify those that need extra support. Consequently, all children, including those with learning difficulties, are supported very well, which greatly enhances their learning.

Personal, social and emotional development

- 61 Children's personal, social and emotional development is given a high priority to good effect. Teaching is very good in this area which helps most children make very good progress and, as a result, most are likely to reach the early learning goals by the end of the Foundation Stage, with a few exceeding the expectations. Classroom organisation and the management of children are very effective. All staff have very high expectations of the children. This has a positive impact and consequently behaviour and attitudes to learning are very good and children respond positively to instructions, although there is a very small minority that have to be checked more frequently to ensure they listen and attend appropriately. There is strong promotion of personal development, with an emphasis on sitting quietly and taking turns. They are confident, friendly and form very good relationships with adults and one another. Adults encourage the children to be independent, for example very good early morning routines have been established as children self register and then select an activity from around the classroom. This is a very positive start to the day. This gives them good opportunities to use their initiative and work independently and make choices about their activities. Good opportunities exist for the children to play together, particularly in the role-play area, where they share toys and co-operate, for example, when they play in the shop. Children are encouraged to tidy up at the end of sessions; this helps them learn routines that will help them later.

Communication, language and literacy

- 62 On entry to school, children's communication, language and literacy skills are broadly average although there is some higher attainment. The quality of teaching is very good; this helps children make good progress and learn effectively. By the end of the Foundation Stage, many will achieve the early learning goals, with a few reaching higher levels. Children enjoy looking at books and understand how books are organised. They are

beginning to understand that print conveys meaning, where the title is and that an illustrator draws the pictures. The higher attaining children read simple text with good understanding and accuracy. Teaching of basic skills is very good and children are given very good opportunities to practise their skills through a variety of interesting activities, for example, writing a letter to the Three Bears and being encouraged to join in with the text in the Big Book, which they do enthusiastically. The teachers have a very good understanding of how young children learn and make learning fun and appropriate. This helps all children make good progress. During a literacy lesson the teacher introduces the book in a way which captivates the children. She draws out from a bag a small bed; a small chair and then a bag of porridge, by now all children are convinced the story will be 'Goldilocks and the Three Bears'. Very good attention is paid to developing children's literacy skills in all areas of learning. Good opportunities for speaking and listening and personal development are given in the role-play area, when children work out who is going to be the shopkeeper and discuss how many pennies to give to buy a bear. Children are encouraged to recognise and write their own name on their work, and the higher attaining children are beginning to write in simple sentences using a joined neat script.

Mathematical development

- 63 When children enter the Reception class, their attainment in mathematics is broadly average. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are very good. The teachers have a very secure knowledge and understanding of mathematics and make learning fun. The children make good progress and most are likely to achieve the early learning goals by the end of the Foundation Stage but a few will not. There is an extremely good balance between practical activities and work that is recorded. For example, an enthusiastic 'sing-along' of number songs takes place, this helps to reinforce number concepts well, such as, counting back to zero when singing Mary, Mary in the space ship. The pace of the lesson and an interesting variety of activities maintain the children's interest and they are keen to take part. The use of resources, such as 'counting king' are very good and maintain children's interest as they correct his mistakes when counting! Particularly good use is made of the outside area for many areas of learning, including mathematics. The teaching assistant skilfully extends the learning for every child as she reinforces addition to ten, using numbers hanging on the fence. The lessons observed were very well planned and much thought had gone into the lesson to ensure individual needs were met. The most able child counts and orders numerals to at least 50, with the average child working within 20. There is very good reinforcement of mathematical concepts using ICT when able children work with the teaching assistant to add to 20. The teachers promote learning very well with their enthusiasm and helps children acquire positive attitudes to mathematics.

Knowledge and understanding of the world

- 64 Provision and teaching for children to develop knowledge and understanding of the world around them are very good. From teachers' planning there is a good promotion of religious education as the children are taught about the Christmas story. Children's learning is promoted well and they make good progress and, by the end of the Foundation Stage, most are likely to achieve the early learning goals. Scientific concepts are developed when porridge is made and children learn about heating and cooling. They learn about the properties of sand, playing outside, when they pour sand through a sieve and realise that it goes through bigger holes more quickly than smaller holes. It is evident from the planning and displays that children experience a good range of activities that give them a good basis for their later learning in science, history and geography. Visits are used to support children's learning well in geography. They are encouraged to use their senses when they describe their teddies and listen to a visitor talk about Old Teddy and what she used to play with. Particularly good links are made with literacy, numeracy and art which help to reinforce children's knowledge of the world. There is very good acquisition of new knowledge as a direct result of very effective planning and use of resources. Children are

given good opportunities to develop their technological skills. They work on the computers, both in the classroom and in small groups in the group room. They have learnt to use a mouse to place items accurately on the screen when they use a program to dress the Teddy and use tools to create a picture with a graphics program. For example, they carefully drew pictures of fruit and filled the shape in with appropriate colour.

Physical development

65 Teaching is mostly effective which helps children make good progress and most are likely to attain the early learning goals in physical development by the end of the Foundation Stage. There are good links with other areas of learning, particularly personal and social development. The vast majority of children enter the hall appropriately, listening attentively and follow instructions. They are being taught a good awareness of health and safety issues in physical education as they warm up to music counting the eight beats of the music. Most show a good use of space and an increasing awareness of those around them, although a couple are not so good and bump into each other. The Three Bears story is reinforced as children move like Goldilocks tiptoeing around the house, in time with the beat of the tambourine. There are times that the children become too noisy and do not listen as carefully as they should. At such times the teacher is not firm enough about her expectations of the children's behaviour. Provision for learning in the outside area is being developed; however it is already used very well. There are very well planned activities for the children, particularly to promote physical activities. There are large wheeled vehicles and an area designated just for the Reception children. They steer the vehicles well and with care. There are good opportunities to catch and throw balls and developing good eye-hand co-ordination, as one little boy was able to throw a ball through quite a high hoop. Dexterity is developed through the handling of objects, such as working in sand and water, using playdough and painting. Children handle scissors, glue, pencils and brushes successfully and, from the time they start school in September, their writing, cutting and sticking skills develop well.

Creative development

66 Children make good progress and many are likely to attain the early learning goals by the end of the Foundation Stage. Teaching is very good and creative development is promoted well. Children learn about colour, pattern and texture in two- and three-dimensional representations. Children have good opportunities to mix their own colours and paint pictures of their bears. They enjoy art and try very hard. Good skills teaching are evident. Children are encouraged to look carefully at the African violets and poinsettias when they paint good representations of them. Children's work is valued and displayed very well to make a stimulating learning environment. Opportunities for role-play are good. The children have good opportunities to play in the 'Bears shop' as they organise who is the shopkeeper. There are very good resources to promote creativity and imaginative play which helps to develop the imagination. All adults successfully intervene which helps to develop children's activities, providing some direction to their play. Music is incorporated into many activities, whether it is mathematics or physical education. The children know quite a few songs and rhymes which they join in with enthusiasm.

ENGLISH

67 Standards of work achieved by Year 6 pupils in English are similar overall to those attained by pupils of a similar age nationally. In this respect the school has maintained a comparable standard of work at this age level to that reported during the previous inspection. However, standards in the different strands of English are variable. In writing, particularly handwriting and presentation, standards are unsatisfactory throughout both Key Stage 1 and 2, but especially at the end of Year 2, where the attainment of pupils in English is below average.

- 68 Results in the 2001 National Curriculum tests showed that standards in English in Year 6 were below average in comparison to similar schools although they were comparable to most schools nationally. Because of the size of the school and the relatively small number of pupils in any one age group, results can vary quite considerably. Some degree of caution has to be taken when interpreting overall data and when comparing different groups of pupils, as one pupil can represent such a high percentage of the total score.
- 69 Inspection evidence confirms, however, that standards of attainment for pupils currently in Year 2 are below what is expected nationally in writing. They are in some ways similar to those achieved by the previous cohort in the 2001 National Curriculum tests when only one pupil managed to attain slightly above the expected national level in writing, although several pupils did so in reading. This reflects the lower starting point of these pupils.
- 70 The previous inspection report noted that standards in English at the end of both key stages were satisfactory overall and that the school had achieved good standards in speaking and listening and also in developing reading skills. It reported that standards of attainment in writing were satisfactory, teaching was also satisfactory and pupils with special educational needs were well supported. The school now recognises that there is a present need to improve attainment in English especially in the key areas of writing and the raising of standards of literacy throughout the school is listed as a major area for improvement in the present school development plan. The school follows the National Literacy Strategy and has introduced Additional Literacy Support for pupils with special needs.
- 71 The general attainment on entry of pupils to the school is broadly average but there are quite considerable fluctuations in some years. In Year 1 at present there is a wide span of ability and this is reflected in the work of pupils in all areas of English. By Years 5 and 6 a broad range of ability is still evident and consequently affects the achievement of pupils in all areas of the subject.
- 72 During discussions with pupils in Year 2, it was evident that most had a satisfactory and growing knowledge of language. They were confident when talking and discussed aspects of school life in a fluent way. They spoke clearly and communicated their ideas and thoughts effectively. Their overall use of English displayed evidence of accurate vocabulary and correct simple grammar. Year 6 pupils talked and listened confidently when discussing the finer points of extra-curricular provision at the school. They discussed and conveyed their opinions clearly and were able to give convincing arguments for the benefits of, for instance, including girls in football clubs. Several could use questioning to develop ideas and could give graphic accounts of activities such as chess matches. When the discussion turned to 'Harry Potter' their contributions to the ensuing debate about the merits of the film against the book were informative and put across in interesting ways and in a manner likely to influence an argument.
- 73 Standards of reading in Year 2 are variable. The least able pupils shows evidence of limited sight vocabulary, have difficulty decoding even simply structured words and can not discuss the story they are attempting to read whilst the more able pupils read quite fluently and accurately and can discuss similarities between characters from different stories. Pupils of average reading ability read simple texts with some accuracy but sometimes stumbles over some more complex words. They talk about the stories they are reading but can not go into detail about characters. They read high frequency words on sight but are inclined to make simple mistakes; for instance 'and' became 'the'. They also prefer watching television to reading books.
- 74 Standards of reading in Year 6 are also variable but there is much less difference in the attainment of the average and above average pupils. A pupil with special educational needs read large print books with difficulty and little feeling and displayed weak reading skills which could have caused her difficulties when learning in other subjects was

dependent on reading. In contrast more able pupils read with improving fluency and accuracy. They use inference and deduction when reading text and identify key features and themes. The class had been studying 'Twelfth Night' and pupils of average and above average reading ability have developed their reading skills sufficiently to be able to explain the plot and discuss the characters of the principals.

- 75 Standards of attainment in writing, particularly handwriting and presentation are unsatisfactory throughout the school and expectations of pupils, particularly in Years 2, 3 and 4, are low and could be raised. Analysis of the work of seven-year-olds shows some evidence of progression but an area for concern is that work set is not always suitably matched to the abilities of pupils, with the exception of comprehension. Marking is also of a variable quality and sometimes comments on pupils' books are too difficult for them to read or understand. The work of less able pupils is often unfinished, spelling of words with more than one syllable is sometimes incorrect and handwriting occasionally difficult to interpret.
- 76 The work of Year 5 and Year 6 pupils shows clear evidence of progression in writing. Most pupils have a satisfactory knowledge of grammar and punctuation and can build up and write interesting stories, usually with some detail in characters and plot. They can, for instance, use prefixes and suffixes correctly and the beginning of the use of complex sentences within paragraphs is evident in the work of the higher attaining pupils. Several pupils however, including many of those with special educational needs, have not fully developed the skills necessary to make progress in those areas of the curriculum dependent on writing.
- 77 Standards of handwriting throughout the school are variable and this is evident in pupils' work. Whilst younger pupils practise handwriting skills on a regular basis and older pupils develop their own personal styles, teachers in different classes do not expect similar standards of good handwriting when pupils produce work in different subjects.
- 78 The standard of teaching of English varies from satisfactory to good and is satisfactory overall. When teaching was good planning was very effective, objectives clearly stated and written on the board, teaching methods successful, resources were well used and teacher's knowledge and understanding of the subject were secure. In an observed Years 5 and 6 lesson on understanding the layout of non-chronological reports, the planning was effective and linked to previous work and the lesson was well structured. All pupils were encouraged to join in the activities, especially the question and answer sessions whilst the pace of the lesson was brisk and, importantly, the enthusiasm of the teacher made the pupils keen to learn so that they all worked productively. Pupils with special educational needs made good progress although some more able pupils were not sufficiently challenged by the work. By the end of the session, lesson objectives had been reached, effective learning took place and good pupil attainment reflected this. Good use was made of ICT to support teaching and learning.
- 79 In lessons in Years 2, 3 and 4, where teaching was judged to be satisfactory planning was usually good but the pace of lessons was not brisk and teacher's expectations were not high enough. Consequently work was not sufficiently challenging for some pupils and, in some cases, this was reflected in both attainment and also the unsatisfactory attitudes and behaviour of a minority of pupils.
- 80 The English co-ordinator whose duties and responsibilities have been agreed with the headteacher leads the subject satisfactorily. Several teachers have attended recent in-service training in literacy and in the provision of extra literacy support for pupils. The school satisfactorily follows the National Literacy Strategy and has recently introduced 'Grammar for Writing' and 'Progression in Phonics'. The school is well aware of the need to raise standards in this subject and of the need to train teachers to recognise and improve the attainment of pupils. The current action plan recognises this need. Delivery of the curriculum is monitored through scrutiny of planning on a weekly basis and pupil progress

in English is tracked throughout the school. Provision for pupils with special educational needs is constantly monitored and several pupils have individual education plans. No additional support is required for the pupil for whom English is an additional language. Resources for teaching the subject are well managed and well used and there is a now a need for additional literacy material.

MATHEMATICS

- 81 The previous inspection found that standards at the end of both key stages were average, teaching was satisfactory and pupils made steady progress. There was not a sufficient match of work to pupils' abilities and this led to a lack of challenge for the more able. Pupils recall of mental mathematics needed developing and ICT was under-used. In a minority of lessons at Key Stage 2 there was a lack of accuracy both in measuring and recording and this detracted from the work being undertaken. There has been a good response to the shortcomings identified at the time of the last inspection.
- 82 In the National Curriculum tests at Key Stage 1, standards in mathematics rose in 2000 and continued to rise in 2001. Standards improved in 2001 at the end of Key Stage 2 which meant by the end of both key stages standards were well above average. By Year 6, virtually all pupils gained the nationally expected Level 4, and a third the higher Level 5 which is above that expected nationally. When compared to similar schools, that is those with few pupils eligible for free school meals, above average levels are achieved. Over recent years, there has been little difference in the attainment of boys and girls by seven. However, boys have performed better in mathematics than girls by eleven. The school's good tracking of individual pupils' attainment indicates that the girls are now performing equally well.
- 83 A number of factors account for this steady improvement. There has been a strong emphasis on mathematics recently with a new co-ordinator leading the subject. Improved teaching and good implementation of the National Numeracy Strategy has meant standards have risen. Inspection evidence shows that there has been a good improvement, especially by the time pupils are eleven. By the time pupils are seven and eleven, attainment is above average. There are more pupils with special educational needs in Year 6 and it is unlikely that standards in the National Curriculum tests in July 2002 will be as high as in 2001. However, the present Year 5 pupils are working at above average levels already, so the trend for higher attainment by the time pupils leave the school has been established.
- 84 The majority of pupils enter Key Stage 1 with mathematical skills that are average. Most make good progress as they move through Key Stage 1, this good progress is maintained at Key Stage 2 and results in standards which are above the national average. Pupils with special educational needs, and the one pupil in Key Stage 1 with English as an additional language, make equally good progress. The quality of learning is good in both key stages. The school places considerable emphasis upon mathematics and there is good attention to the development of sound understanding of mathematical principles. The introductory sessions are used well to reinforce mental mathematics, which is an improvement from the last inspection. A focus upon key mathematical words is routinely included in lessons this helps pupils discuss their work well, using appropriate mathematical terminology. Throughout the school pupils make good use of their mathematical knowledge for situations in other subjects, for example, good use is made of pupils' numeracy skills to promote learning in science. There is also good use of ICT to support learning; this is an improvement since the last inspection. A particularly good example was observed in Year 2 lesson. Several pairs of children worked on programs to reinforce the concept of time, this helped them to order the months of the year successfully and to match the time on clocks with words or numerals.

- 85 By the end of Year 2, most pupils can count to 100 and beyond and mentally add and subtract numbers to 10 and, beyond. The reason attainment is above average is that at least a quarter of the pupils in Year 2 already have a good understanding of mathematics and are working at the higher levels. The proportion who are beginning to understand place value, use some of the multiplication tables, employ the appropriate operation when calculating and understand halves and quarters is above average. The majority identify the common two- and three-dimensional shapes and describe some of their features and properties. Pupils use standard and non-standard measures of weight, capacity, length and time with good understanding and use of skills. A greater than average proportion is able to make independent decisions as they use and apply their mathematics to solve problems. The most able and average attaining pupils have the understanding to enable them to solve word problems involving $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. This is a very good feature and clearly illustrated in a Year 2 lesson when able pupils converted time from digital to analogue and vice versa and explained their thought processes well, using correct mathematical terminology.
- 86 By Year 6, the proportion of pupils who are able to add, subtract, multiply and divide with expected competence and accuracy is above average. This is an improvement from the last inspection where pupils did not take enough care with accuracy in mathematics. Pupils often check their own work with calculators. Pupils' understanding of decimals, fractions and percentages is above that expected. Most name a range of two- and three-dimensional shapes and have some appreciation of their various features and properties. Higher attaining pupils managed to find a rule for the sum of angles in triangles and they realised that there were several ways to tackle the problem. Pupils collect and interpret data and use a range of graphical representations well and have a good understanding of the mean, median and mode. The number who can apply mathematics to different situations is above average. For example, higher attaining pupils in Years 5 and 6 use atlases to work out world time zones using a 24-hour clock. A few Year 5 pupils are already working at Year 6 objectives; their attainment is high. They are encouraged to find out about mathematics for themselves and at the end of the lesson several knew how to work out time zones in different countries, for example what time it would be in America compared to England.
- 87 Throughout the school the response of pupils to mathematics is good. Almost all enjoy the subject and have an extremely positive attitude. Most pupils, including the youngest, collaborate productively. They work hard, sustain concentration and often become absorbed in the task. Although there is a minority in the younger Key Stage 2 class that are inattentive and need constant adult attention in order to work. It is at such times that insufficient work is completed. Most will persevere to overcome problems and display interest and are keen to discuss their work. In several lessons pupils responded particularly well with thoughtful discussion and a real determination to do well, as in a Year 5 and 6 lesson. Average and higher attaining pupils were determined to work out problems associated with travelling through world time zones. They thought of appropriate strategies to solve the problems and discussed their thoughts with clarity and very good understanding. One of the keys to the pupils' success in mathematics is the promotion by the teachers 'to have a go'. This has instilled great confidence in pupils. These good attitudes mean that there is little loss of productive time during lessons and this has a clear-cut impact upon their learning.
- 88 The quality of teaching is good at both key stages. Lessons focus sharply upon promoting the underlying mathematical understanding and teachers demonstrate good subject knowledge and competence when teaching mathematical skills. A good range of activities to support learning and help to sustain interest is used and there is particularly good promotion of using and applying mathematics throughout all aspects of pupils' work. Good planning sets out the precise objectives of the lesson. These are shared with pupils which helps to create a sense of purpose and achievement. Not enough thought is always given to extending the work of older or higher attaining pupils, particularly for younger pupils in Key Stage 2. Where teaching is very good, as in the Year 5 and 6 class, the vast majority

of pupils are conscientious and work hard. However, there are occasions in other classes when pupils do not concentrate as well as they might when not working directly with an adult. The mathematical expertise of the teachers, thorough planning and organisation and the ability to involve most of the pupils combine to promote good progress. Marking is satisfactory overall. Where it is good, as for older pupils, teachers know their pupils well and this enables them to assess day-to-day progress accurately and to respond meaningfully in determining what should be taught next. However, some marking is not helpful to inform pupils what it is they must do next to improve, and at times praise is excessive and used inappropriately.

- 89 A good range of formal tests is used to monitor individual progress and results are thoughtfully analysed, so that the strengths and weaknesses of the teaching programme can be identified. This is particularly important as the number of pupils in each year group is often low, and this makes the analysis of assessment data unreliable. The co-ordinator provides strong and committed leadership. She is helping to foster a collaborative drive for sustained improvement. Able mathematicians have been identified and are regularly taught, as an extension group, by the headteacher. The school has implemented the National Numeracy Strategy with commitment and rigour. All teachers have a clear understanding of the rationale of the strategy which is properly reflected in planning and lessons. The thoroughness with which the National Numeracy Strategy has been introduced together with consistently good teaching is having a direct and positive influence upon the learning and standards throughout the school.

SCIENCE

- 90 The number of pupils in each year group is often low, and this makes the analysis of assessment data unreliable. From 1997 to 2000, at the end of Year 6, attainment recorded in National Curriculum tests was similar to the national average. There was an improvement in 2001, when all pupils achieved at least the expected Level 4, and over half the higher Level 5. Overall, these results were well above the national average. The average results for 2001 were above those of similar schools, that is those with few pupils claiming free school meals. Over recent years, there has been little difference in the attainment of boys and girls. In 2001, teacher assessments at the end of Year 2 indicated that the proportion of pupils achieving the expected Level 2 was well below the national average, but well above the average attained the higher Level 3. The results were better in 2000.
- 91 The previous inspection found that attainment was about average at the end of Years 2 and 6, and that teaching was satisfactory. Inspection evidence shows that there has been an improvement, especially by the end of Year 6. Attainment is currently about average by Year 2, and above average by Year 6. Owing to the increasing number of pupils with special educational needs, it is unlikely that standards in Year 6 next July will be as high as last year. Teaching continues to be satisfactory or good.
- 92 In Years 1 and 2, pupils acquire satisfactory knowledge and skills. In Year 2, they know that materials change, and that some changes, such as water freezing or ice melting, are reversible. Pupils generally observe satisfactorily and discuss their observations well. In Year 1, pupils approached an investigation about darkness being the absence of light well and responded positively to the teacher's interesting introduction and good questions. Pupils with special educational needs are given good support which helps to ensure that they extend their knowledge. However, not enough thought is always given to helping pupils to record their work in ways which allow them to demonstrate their scientific understanding. The pupil for whom English is an additional language performs as well as most others in his class.

- 93 During Years 3 and 4, pupils build satisfactorily on the base achieved by Year 2. Pupils' scientific knowledge expands well in Years 5 and 6 so that, by the end of Year 6, attainment is above average. The school gives careful attention to developing pupils' skills, and most know the elements of a fair test, and how to observe and record results. Older pupils demonstrate an improving understanding of how to use graphs to predict what might have happened, such as after recording the drop of temperature of hot water when insulated or not. In Years 3 and 4, pupils know that the properties of different materials influences their uses. Older pupils, recognise that not all metals are magnetic, but know that all conduct electricity. Teachers' good use of scientific vocabulary results in pupils' improved learning. Results from investigations are recorded accurately, but there are too few opportunities for older pupils to carry out investigations that they have designed themselves. The work planned is not always sufficiently demanding and this can limit the attainment of pupils in aspects of science. Teachers do not, for instance, encourage pupils to provide reasons for their predictions in sufficient detail. In Years 3 to 6, pupils with special educational needs make good progress because teachers often modify the task and classroom assistants give good support to help them understand how to display their work.
- 94 Pupils enjoy their science, especially practical activities. In the class for pupils in Years 3 and 4, there was an excited buzz of conversation while they were investigating the absorbency of different papers. They appreciated the opportunity to work in small groups, share resources and talk about what they could see. Their attitudes to science are good; illustrated by the interest when investigating light and dark in Year 1 and the setting of jelly in Year 2. Behaviour is mostly good in both whole class and group activities. However, because clear targets are not always set, pupils do not always complete sufficient work.
- 95 The quality of teaching varies from satisfactory to good throughout the school, and is generally good in Years 3 to 6. In a good lesson in Year 1, the teacher's subject expertise enabled her to enthuse pupils to investigate the truth of the assertion that darkness was merely the absence of light. Good resources helped learning take place. Teachers structure lessons carefully and use initial discussions to develop pupils' knowledge and understanding. This is often due to the effective use of questions. The teachers provide an appropriate range of equipment, organise groups effectively and encourage pupils to explore the materials provided. Not enough thought is always given to extending the work of older or higher attaining pupils quickly enough, and this is also linked to the slow pace of some parts of lessons. The work of pupils with special educational needs reflects the way teachers vary how they are to record their results. Good use is made of pupils' numeracy skills to promote learning in science, but the writing style used tends to be rather stereotyped and reflects 'standard scientific reports' too early in the school. Marking is satisfactory, but does not help pupils to understand how they can improve; there are also occasions when marking uses praise excessively, and when errors, both scientific and the spelling of scientific terms, are not corrected.
- 96 The pupils follow a broad curriculum, which helps to ensure a good balance between the development of pupils' knowledge and skills. The school bases its work on national guidance, linked to its own planning, particularly to give a greater focus to developing skills. Effective links are made with other areas of the curriculum, for example geography and environmental awareness. Assessment is good, with both pupils' knowledge and skills considered. The results of assessments, including National Curriculum test results, are analysed to identify weaknesses. This has led to a greater focus being given to the interpretation of data, which helped to raise standards last year. Science makes a good contribution to pupils' personal development. In particular, pupils are encouraged to work together and have fun doing investigations. The subject has been well led but, following the departure of the co-ordinator, the headteacher has taken temporary control. Owing to the excessive load the headteacher is currently carrying, further developments have been postponed.

ART AND DESIGN

- 97 Pupils make satisfactory progress overall in developing their skills in art and design. By the end of Year 2 pupils attain standards of work that are in line with those of most pupils of a similar age nationally. By the end of Year 6 pupils have continued to develop their knowledge and understanding of the subject and overall progression is evident in the work they produce. Consequently, standards remain in line with national expectations. Most pupils are able to fully explore and develop ideas and can analyse their work critically whilst nearly all are able to communicate ideas and meaning through art. The previous inspection report stated that standards in the subject overall were in line with national expectations therefore the school has been able to maintain the same standards.
- 98 Although only one lesson was observed a high proportion of evidence about standards of attainment in art and design was gained through the scrutiny and analysis of pupils' work in sketch books, folders and in wall displays both in classrooms and around the school.
- 99 The attainment of six and seven year olds is generally of the standard expected for their age. Pupils completed line drawings of varying levels of detail. They used different colours to create and generate their own ideas and also used computers satisfactorily to plan, draw and print a variety of pictures. During informal discussions most pupils could comment on their own work and describe what they thought whilst some pupils could suggest ways of improving their work.
- 100 Overall progression is evident through the school. By Year 6 pupils use ICT well to generate ideas in art and work with a variety of materials. Most are able to show depth and perspective in their work and display care and maturity when finishing artefacts and artwork in general. They draw from memory and can translate three-dimensional images to two-dimensional pictures and vice-versa. During one observed lesson, Years 5 and 6 pupils completed Aztec bowls and artefacts, which they had designed themselves. Most finished bowls bore a marked similarity to the designs in pupils' sketchbooks and the overall standard of work was very good. Many pupils displayed fine painting skills and were able to discuss their work in a critical manner. Some pupils however found discussing their designs difficult. They were able to describe their work but not able to evaluate it in constructively.
- 101 The quality of teaching and learning in the one lesson in art and design observed during the inspection was good. All pupils, including those with special educational needs, were enthusiastic and displayed positive attitudes. They were keen to do well and for most of the session were engrossed in their work. One pupil, tongue sticking out of his mouth to assist concentration as he completed painting his bowl, was so deeply into his task that attempts to communicate with him were fruitless. He was determined to complete a very fine painted line pattern which seemed challenging enough but still within his capabilities. Overall the class teacher's planning and delivery of the lesson were good and her use of the teaching assistant to help those pupils who needed assistance to complete their tasks allowed the lesson to flow smoothly. Good classroom and pupil management combined with very good subject knowledge enabled a majority of the pupils to produce very good work and increase their understanding of Aztec art as well as further develop their skills in art and design. All pupils were included well in all activities.
- 102 The subject is satisfactorily led by the co-ordinator, who is an art specialist, and her areas of responsibility have been agreed with the headteacher. The school's policy links in well to the whole school scheme of work, which is presently being reviewed. Staff expertise is mixed and the co-ordinator helps staff to build up their confidence to teach the subject by giving demonstration lessons and by occasionally team-teaching. Resources for teaching are generally satisfactory. Most are kept in a central store although teachers have access to a number of more common art materials within their classrooms.

- 103 Displays of pupils' work in classes and around the school are generally good and reflect the importance of the subject to pupils and teachers. Links between art and design and other subject areas, including ICT, are satisfactory. There is however little evidence of the use of assessment to inform planning in art or the use of assessment procedures in general, even though the teaching and delivery of the subject is monitored by the co-ordinator.

DESIGN AND TECHNOLOGY

- 104 There has been a satisfactory improvement from the last inspection report. Despite the pressure on teaching time resulting from the introduction of the National Strategies for Literacy and Numeracy. Design and technology remains securely placed within the overall curriculum. There is now a scheme of work based on national guidance which ensures that knowledge and skills are taught progressively. Assessment procedures are still mainly informal.
- 105 All pupils throughout the school, including those with special educational needs, acquire levels of knowledge and skill in that are appropriate for their ages, as was the case in the last inspection. Pupils are able to select from a satisfactory range of materials when designing and making products and proper consideration is given to the purpose of each item and to the subsequent design and construction. Pupils understand the necessity to design their products first and select what materials and tools will be needed. Skills associated with design and technology are satisfactorily developed as pupils progress through the school. The quality of learning is satisfactory and the majority of pupils make sound progress.
- 106 Although the number of lessons observed was limited the available evidence indicates that teaching is satisfactory at both key stages. Teachers are clearly aware of the essential elements of design and technology and provide interesting activities, including food technology. Teachers include materials to develop knowledge associated with mechanisms, structures and applications and how products can be refined and improved. Year 2 pupils, in discussion, clearly explained how they made their vehicles and how they would move. Good attention is paid to health and safety, as noted in photographic evidence of Year 1 pupils carefully cutting fruit and using graters when preparing a fruit salad. In discussion both seven-year-olds and eleven-year-olds were well aware of safe techniques for sawing wood and the need for care when using a glue gun to join materials.
- 107 Satisfactory use is made of ICT, for example when pupils use word processing to write out recipes. Links with literacy and numeracy are good. Such as, when Years 5 and 6 pupils recorded their findings about the tastes of different breads in tables, devised questions to ask the baker and wrote letters of thanks to the bakery following the visit. These activities reinforced writing and recording for a purpose well. Year 2 pupils discussed the need to measure wood accurately when they made a frame for their vehicles.
- 108 Pupils' attitudes to the subject are good. They are interested and motivated in their work, which they discuss with animation, for example, when Year 6 pupils discussed their work learning about different breads. They enjoyed the visit to the local bakery and explained the processes for making bread clearly. They explained where different types of bread came from in the world, which was a good cultural link.
- 109 The school has adopted national guidance to guide teachers' planning. Supplementary material helps to support the development of skills and ensure that learning occurs systematically. The co-ordinator has a clear understanding of her role and has suitable subject expertise. Meaningful links with other subject areas are established where appropriate.

GEOGRAPHY

- 110 The previous inspection report indicated that attainment at the end of Years 2 and 6 was about average, and teaching was satisfactory. The school has made satisfactory progress since then. Standards are about average and teaching is satisfactory. Pupils' awareness of environmental issues is raised. The school recognises that the geography curriculum is not yet organised in sufficient detail, and as a result there is little high attainment. The only geography being taught was in the Year 1 class.
- 111 By the time pupils leave the school, at the end of Year 6, attainment is around the level expected, but there is little higher than this. They know the vocabulary associated with rivers, such as source, estuary and tributary, together with some of the features of the water cycle. However, errors occur in this work, such as springs appearing from the tops of mountains. Pupils follow routes on maps, but the work is not extended sufficiently to include aspects such as the use of scale or precise locations using co-ordinates. Pupils write good descriptive passages about life on Baffin Island. During work in the history topic about The Aztecs, pupils compared the facilities in present day Haywards Heath with those in the Aztec town of Tenochtitlan. An awareness of the location of different countries on world maps is aided during history and religious education topics. During Years 1 and 2, pupils use weather symbols correctly, and write postcards which show an understanding that climate around the globe varies, such as about the monsoon in Pakistan. The travels of 'Barnaby Bear' introduce pupils to a range of locations in the United Kingdom and overseas.
- 112 Pupils complete their maps with reasonable accuracy, but not always with enough care. Teaching of geography is satisfactory. Lessons are planned satisfactorily to develop pupils' knowledge of different locations and a range of skills. In the Year 1 lesson, the teacher used postcards of Barnaby Bear's travels well to stimulate discussion about climate and the clothes to be worn. Pupils' understanding developed sufficiently for them to produce drawings of a sunny Jamaican beach or a wet, rainy Welsh coast! Although pupils' work shows that consideration is given to the particular needs of lower attaining pupils, which helps them make satisfactory progress, the tasks set for those who are more able are not always sufficiently demanding. This is especially evident in pupils' map work. Marking is not sufficiently detailed or helpful; it does not help pupils understand how they can improve, and important errors, such as springs appearing at the tops of mountains, are not always corrected.
- 113 The geography curriculum is satisfactory, but the school recognises that there is a need to improve its organisation. Although, currently, it contains a suitable range of topics and attention is given to different skills, it is not planned in sufficient detail to ensure progression as pupils move through the school. It is enhanced by visits, such as those related to issues about the environment, and the use of the local area. This work, together with the study of life in different locations overseas, enables geography to make a satisfactory contribution to pupils' personal development. Assessment of pupils' attainment is not organised to reflect the specific expectations for each topic. Currently, two part-time members of the staff are acting as temporary co-ordinators following the departure of the previous post holder.

HISTORY

- 114 The previous inspection indicated that the standards achieved by pupils were average by Years 2 and 6. Teaching was previously described as satisfactory. The quality of pupils' work demonstrates that standards remain about average by the end of Years 2 and 6, and teaching is satisfactory. Pupils' learning of both historical knowledge and skills is promoted.

- 115 Only one lesson was seen, and the evidence available was limited for Years 1 and 2. By Year 2, pupils know about some of the famous people from the past, such as Florence Nightingale and her role in developing nursing during the Crimean War. In Year 1, pupils compare teddy bears, and note the difference between the rough fur of an old bear, and the smooth fur of a new one. In Years 3 and 4, pupils know that evidence of the past can come from many different sources. They look at inventories of people who lived in Tudor times, and suggest that the person concerned was a man and a farmer. They use a range of information satisfactorily to suggest differences in the lives of rich and poor people of the time. In Years 5 and 6, pupils have developed satisfactory knowledge of the life of the Aztecs, and their fights against the Spanish. Pupils with special educational needs are given good support, with well-planned activities and they make good progress. The tasks for other pupils are not always sufficiently demanding and the quality of written work is not high enough. Few pupils display high standards in their work.
- 116 Pupils showed interest in their work in history, especially when looking at evidence from the past, but not enough care is taken in its presentation. Behaviour in the lesson observed was good. Pupils were keen to contribute their ideas, but the opportunity was too brief. Teaching is satisfactory overall, and in the lesson observed it had many good features. Resources were used effectively to stimulate pupils' interest and hence aid learning. The work planned is not consistently challenging for all pupils, and marking sometimes gives excessive praise. Expectations about presentation and the amount of work to be completed are not high enough. There is a reliance on work sheets, which are not always used to best effect. This was illustrated by one which required pupils to order pictures, of nurses, fire fighting implements and writing materials. These were not ordered accurately by the pupils, but marking did not make it clear which were wrong.
- 117 The curriculum is interesting, giving pupils the chance to learn about national and world history, as well as developing historical skills. The history curriculum is also enhanced by links with other subjects, such as art and design and dance related to the Aztec work, and Tudor music. Time lines, which need to be mathematically correct, do not make as much contribution to developing pupils' awareness of chronology as they could; not all classes have one as part of the display and those that are present are not easily seen. History makes a good contribution to raising pupils' awareness of cultures from the past. Pupils reflect on the lives of poor and rich people in Tudor times by looking at evidence available. Aztec art and dance, and Tudor music, further enhance pupils' personal development. Assessment is not systematically planned in relation to the expected outcomes for each topic. Currently, two part-time members of the staff are acting as temporary co-ordinators following the departure of the previous post holder.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 118 Standards in ICT are average and pupils make overall satisfactory progress in all areas of the subject throughout Years 1 to 6. This represents an improvement since the previous inspection when it was reported that the school needed to develop further some aspects of the subject in Key Stage 2. The quality and range of learning opportunities provided for the pupils are now good and overall attainment is broadly in line with that seen in other primary schools, even though the subject is presently taught in individual classrooms on a limited number of computers of varying ages and differing specifications. Provision for pupils with special educational needs and for the child for whom English is an additional language is good and all pupils have equality of access to the curriculum.
- 119 On entry to Year 1, most pupils have developed some basic computer skills and are able to use, for example, a mouse to navigate around a display screen. A scrutiny of pupils' work from Year 1 showed that most pupils could use flood-filling in art work and could colour highlights in drawings. They could enter text by putting spaces between words and overall their work showed evidence of a steady progression in building up computer related skills. This was reflected in pupils' books, in ICT folders and in wall displays. The work of a

minority of pupils however was of a poorer quality and it was evident that these pupils, who were not always recognised as having special educational needs, had not yet developed basic computer skills.

- 120 By Year 2 most pupils are able to explore information from various sources and present ideas using text. They work successfully on building up pictures using shapes, editing and altering text and making simple designs. They have used programmable toys and show evidence of continuing to develop adequate computer skills for their age. Many are adept at using a keyboard and mouse and nearly all pupils are able to load and save programs. Attitudes to the subject are generally good and several pupils have access to computers at home.
- 121 Most pupils continue to develop their computer literacy and proficiency as they progress through the school, especially in Key Stage 2, so that by Years 5 and 6 most pupils, including those with special educational needs, have developed a wide range of ICT related skills and their work reflects this. They can word process, import images and analyse data. Pupils use their ICT skills to support work in other areas and have experience of using the Internet. During the inspection, examples of pupils' work in these age groups showed that the standard of work overall was good. Pupils had scanned pictures and could import clipart and images into text and other files. They had used computer-aided design and had practised using spreadsheets. Most pupils had translated data into graphical form and had also used graphs to obtain information. Discussions with Year 6 pupils showed that there was a general enthusiasm for ICT and attitudes towards the subject were good.
- 122 Most teachers have a sound knowledge of the subject and ensure that an appropriate range of work is provided for the pupils. Teaching of ICT is satisfactory overall in both key stages and this represents some considerable achievement as the school does not yet have access to a dedicated ICT suite, even though one has been planned for some time. At present ICT is taught in class and, as there are only on average three computers in each classroom, the way the subject is delivered is affected by what can only be described as unsatisfactory accommodation. Pupils do not have enough opportunities during sessions for hands-on computer experience and teachers have to structure sessions to make best use of limited resources. During the inspection one ICT lesson on using a spreadsheet had to be delivered in the school library with 33 pupils standing around a 17 inch monitor with the class teacher trying to communicate meaningfully using this totally inadequate resource.
- 123 Teachers are presently receiving National Opportunities Fund training in ICT and the school has also received external help and advice from the local education authority. Teaching assistants have received in-house training to improve their general expertise level and the benefit of this was evident in observed lessons when teaching assistants ably supervised groups of pupils using a variety of different programs on computers. In one such lesson on editing text in Year 2 the teaching assistant ably assisted several groups of pupils working on computers by helping them get over their difficulties, encouraging them to complete their work and offering hints and advice.
- 124 The subject is well led and managed by the curriculum co-ordinator, whose monitoring of the delivery of ICT is good. The adopted scheme of work, based on the practical acquisition of skills, understanding and knowledge, provides a coherent programme of study for pupils in all age groups and also enables teachers to assess pupils' progress. Year 1 pupils record their work in files on computers whilst Year 2 pupils and those in Key Stage 2 record their work both in files and also booklets. These are assessed at regular intervals. All classes throughout the school have access to the Internet. Pupils do not have their own e-mail addresses, as this is county policy, but classes do.

- 125 Resources are barely adequate to meet the needs of the curriculum. The school owns a digital camera and scanner and also has a range of printers. The quality and quantity of computers available for teaching ICT within the classroom are limiting factors in the delivery of the curriculum as a whole and will continue to be so until the planned ICT suite is built, hopefully within the near future. Nevertheless there are clear links between ICT and the development of pupils' work in other subject areas such as English and mathematics.

MUSIC

- 126 As at the time of the last inspection, pupils' attainment was in line with national expectations and they made satisfactory progress throughout both key stages. From observations during the inspection, it was evident that most of them enjoy singing, showing good control of dynamics, pitch and have a well-developed sense of rhythm. The staff ensure that the pupils' singing is developed effectively in assemblies. Most pupils have a good sense of performance and an awareness of their part. This is particularly the case when the recorder players accompany the hymns, which they do well.
- 127 As in the last report, teaching of the subject is satisfactory overall but in some lessons it is good. There is some restlessness between activities, as observed in assembly and a couple of lessons where the teacher did not insist on pupils being attentive quickly enough. From the lessons observed, musical skills and vocabulary are taught well and most pupils enjoy composing. Generally pupils have positive attitudes towards music and keen to try their best and improve their performance. This was observed in the Years 5 and 6 lesson. Pupils were introduced to a new song, by the end of the lesson they were able to sing a round in two parts. They evaluated their performance after hearing themselves on the tape recorder, decided what they needed to do to refine their performance. They were keen to improve and were pleased with their next attempt.
- 128 By the time pupils are seven they have a satisfactory understanding of playing a sound from reading a symbol and know that composing means, as explained by one Year 2 pupil 'making up our own music'. Good planning and systematic teaching of musical skills help pupils learn well, as in a Year 1 lesson. Pupils had good opportunities to explore sounds in a methodical manner and learnt about creating sounds for 'feeling'. They explained their compositions well, such as 'it makes a scary sound' and 'it sounds like teeth chattering'. This is good teaching and makes a valuable contribution to pupils' speaking and listening skills. Pupils throughout Years 1 and 2 co-operate, share instruments and take turns to play well. Good teaching in Years 5 and 6 help children to learn well and build on previously taught skills. The pupils use musical vocabulary to explain their work well.
- 129 From the planning and scheme of work, there is a structured approach to teaching music based on national guidance and commercial schemes. The co-ordinator monitors planning to ensure coverage of all elements of the curriculum are in place. There are, as yet, no formal school systems in place for monitoring pupils' progress over time. Music, particularly performing and listening, makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Extra-curricular activities make a valuable contribution to the development of music skills, particularly the group of recorder players who read music well and perform with confidence. Unfortunately, the successful choir that was run by parents mentioned in the last report, no longer takes place. Pupils take part with other local schools in festivals at the secondary school which gives them good opportunities to work and perform with other children.

PHYSICAL EDUCATION

- 130 The previous inspection indicated that pupils' attainment was about average and that they made satisfactory progress. Teaching was satisfactory. Attainment, progress and teaching are similar, and pupils in Years 3 to 6 have access to a good range of extra-curricular

activities. The school provides a well-balanced curriculum, including swimming for Years 3 and 4. During the inspection, it was only possible to observe gymnastics in Years 1 and 2, and dance in Years 5 and 6.

- 131 Pupils in Years 5 and 6 benefit from good teaching which enhances learning in dance. Pupils developed good movements and performed an Aztec style dance to an above average standard. Calm, confident teaching and good management of pupils helped learning and an improvement in performance. They worked well in groups to agree how they could improve their work.
- 132 Pupils in Year 1 made satisfactory progress when developing movement and balance skills. The teacher organised the floor part of the lesson well so that pupils showed steady improvement. The planning was very detailed and helpful, but pupils did not improve at the rate anticipated. Although the teacher identified those who were doing well, and used them to demonstrate their skills, not enough analysis took place to explore what worked and why. As a consequence, pupils were much less successful when trying to complete their work on small apparatus, and few achieved good balances within a sequence of movements. Pupils in Year 2 showed satisfactorily developed balance and use of space when working on the floor. Progress when using the apparatus was insufficient because activities were not organised effectively.
- 133 Pupils are enthusiastic and they usually display good attitudes and behaviour. The oldest and youngest pupils listened carefully to their teachers and followed instructions well. The quality of teaching is satisfactory overall, but very variable. That seen in Years 5 and 6 was good. A feature of the best teaching was that pupils were encouraged to discuss and work together to improve their performance. As a result, pupils' learning and performance were enhanced. In a Year 2 lesson, pupils were attentive while working on the floor and made adequate progress. The organisation for setting out the apparatus was inadequate and lacked control. Too many pupils were moving mats and other apparatus in an uncontrolled way. Many pupils then started using the apparatus before instructions were given, and before the teacher had checked that everything was safe.
- 134 All areas of the National Curriculum, including outdoor and adventurous pursuits, are taught, thus ensuring pupils develop skills across all relevant areas of physical education. Swimming is taught to pupils in Years 3 and 4. Outdoor pursuits form part of the residential visit for pupils in Years 5 and 6. This work is very effectively linked to science and information and communication technology, such as measuring heart rate changes during an abseiling exercise. The range of extra-curricular opportunities is very good for pupils in Years 3 to 6, and includes football, dance, netball, cricket, cross-country and basketball. None is available for younger pupils. Swimming assessment is detailed and leads to pupils gaining the school's own bronze, silver and gold awards. New, specific assessment targets for other areas of physical education for each year group have just been introduced. The subject makes a good contribution to pupils' personal development, such as working as part of a team and co-operating in a range of activities. Leadership of the subject is good and the part-time member of staff responsible has ensured the subject's profile has been maintained while other whole-school developments have taken place. Satisfactory resources are enhanced by 'top play' and 'top sport' material. The hall is rather small when the large class of Year 5 and 6 pupils uses it.

RELIGIOUS EDUCATION

- 135 The previous inspection indicated that pupils' work was appropriate for their age and that they made steady progress. The curriculum was in line with the Locally Agreed Syllabus, but there was an excessive use of worksheets. Provision and standards of pupils' work remain similar. Although still in use, fewer worksheets were evident in pupils' work.

- 136 By the end of Years 2 and 6, pupils' knowledge and understanding reflect the expectations of the Locally Agreed Syllabus. Pupils in Years 5 and 6 know about the conversion of St. Paul, and how he became a martyr. By the time they leave the school, pupils write with appropriate detail about Jesus fasting in the wilderness for 40 days, and explain why Ramadan is special to Muslims. They have a secure understanding of some of the features of Hinduism, including appreciating that they worship a 'Supreme Spirit', which manifests itself in three forms. In Years 3 and 4, pupils have been introduced to the events of Advent, and are aware that the liturgical colours in a Christian church change according to the festivals being celebrated. Pupils in Year 2 know some of the events associated with the birth of Jesus, such as the journey to Bethlehem and the visit of the shepherds. In a good link with science, Year 1 pupils made good progress in their understanding of the importance of festivals of light in various religions. Good teaching led pupils to appreciate the events of St. Lucia Day as it is celebrated in Sweden.
- 137 Throughout the school, all pupils, including those with special educational needs, make at least satisfactory progress. Discussions within religious education and related lessons are well organised to help pupils develop their speaking and listening skills. In Year 2, when covering the story of Christmas, the teacher used the opportunity well to enable pupils to explain how they would have felt had they been a shepherd on the hillside when the angels appeared to proclaim Christ's birth. Pupils are interested and they enjoyed listening to stories about the first Christmas. Behaviour is good and pupils are courteous to one another during discussions.
- 138 Teaching in the lessons observed was good. Teachers use their subject knowledge well to produce suitable plans. Effective use of artefacts, good links with science and art and design, together with the correct use of specific vocabulary, contribute to pupils' learning. Management of pupils is generally good, and pupils respond to this well. More thought could be given to extending the work set for pupils who are more able. Marking is satisfactory, but key words spelt incorrectly, such as 'preist', are not always corrected.
- 139 The subject is being managed satisfactorily on a temporary basis by the headteacher. Helpful guidelines and the scheme of work were developed by the previous co-ordinator. The curriculum is organised satisfactorily, but assessment is not developed systematically to reflect the expected outcomes for each topic, although planning identifies 'assessment opportunities'. Religious education makes a strong contribution to pupils' personal development. Pupils are encouraged to reflect on the importance of 'standing up for one's beliefs'. Moral and social aspects associated with religion are explored effectively. The introduction of other faiths, especially Judaism, Islam and Hinduism, introduces pupils to a range of cultures in a sensitive way.