

INSPECTION REPORT

NINFIELD CE PRIMARY SCHOOL

Ninfield, Battle

LEA area: East Sussex

Unique reference number: 114515

Headteacher: Mr P Bulmer

Reporting inspector: Paul Missin 19227

Dates of inspection: 7th – 10th May 2002

Inspection number: 194781

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body, Ninfield CEP School
Name of chair of governors:	Mr G Stolton
Date of previous inspection:	June 1997

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19227	Paul Missin	Registered inspector	Science, information and communication technology, physical education. Children in the Foundation Stage.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9446	Helen Griffiths	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23434	Marie Gibbon	Team inspector	English, art and design, geography, music. English as an additional language.	How good are the curricular and other opportunities offered to pupils?
14596	Tony Fiddian-Green	Team inspector	Mathematics, design and technology, history, religious education. Special educational needs. Equality of opportunity	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ninfield CE Primary School educates boys and girls aged from four to 11 years. There are 156 pupils on roll, 76 boys and 80 girls. The school is smaller than most other schools of the same type. There are no pupils who for whom English is an additional language. This is low. Thirty-nine pupils are on the special educational needs register (25.3 per cent). This is above average. Four pupils have statements of special educational need, (2.5 per cent). This is above average. In the last school year, 24 pupils joined the school other than at the usual time of admission and nine left other than at the usual time of transfer. This is high. Six pupils are known to be eligible for free school meals (3.9 per cent). This is below average. At the time of the inspection, 11 boys and 11 girls were in the Foundation Stage and were taught in the single Reception class. When they enter the school, most children are achieving standards that are average for their age. However, analysis of attainment on entry data shows a wide spread of ability in each group and wide variations between different years. Since the last inspection, improvements to the accommodation have included an extension to the hall and a separate outside play and activity area for children in the Foundation Stage.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education and gives sound value for money. Most pupils make satisfactory progress as they move through the school, but this has not been consistently achieved in the reading and writing elements of English. By the time they leave the school, most pupils reach average standards in mathematics and science but below average standards in English. However, standards in these subjects have improved significantly since 2001. The leadership of the headteacher is satisfactory. He is well supported by key staff and soundly by the governing body. The overall quality of teaching across the school is satisfactory, but several good and some very good features were evident during the inspection. Ninfield Primary School is a caring school where the well being of pupils is a high priority.

What the school does well

- The enthusiasm and interest shown by pupils, their good behaviour in lessons and the good opportunities provided for their social and moral development, promote the strong sense of community in the school.
- The good teaching and curricular provision for children in the Reception year enable them to make a good start to their time at school.
- The effective monitoring, evaluation and development of teaching have led to a significant improvement in the quality of teaching since the last inspection.
- The well-organised and carefully targeted support provided for pupils with special educational needs enables them to make good progress towards their individual learning targets.
- The good provision for extracurricular activities and the very good enhancements to the curriculum extend opportunities available to pupils very well.

What could be improved

- The standards achieved in writing across the school, in reading and in science, especially in Years 1 and 2, are too low.
- Pupils are not given enough opportunity for swimming in Years 3 to 6 and do not meet the expected standards.
- In monitoring its performance, the school does not give sufficient emphasis to raising pupils' standards of work.
- The current process of setting pupils' attainment targets lacks detail and sharpness and does not show sufficiently clearly how the standards pupils achieve can be raised.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since it was last inspected in June 1997, the school has made satisfactory improvement. Progress in addressing several elements of the key issues identified has been good. For example, good progress has been made in securing important building improvements. Teachers are now clearer about what constitutes effective practice; assessment procedures are now much more focused and the roles of the deputy headteacher and subject co-ordinators are now well defined and provide good support for the management of the school. Child protection procedures are now secure. The main weakness in the school's response to the key issues of the last inspection is that most were concerned with the impact of the improvements in raising the standards pupils that achieve. In this crucial area, the school is not yet fully successful. Since the last inspection, although the overall teaching profile is similar, good progress has been made in reducing the proportion of unsatisfactory teaching and increasing the proportion of very good teaching. Standards in English and information and communication technology across the school, and in science in Years 1 and 2, have fallen since the last inspection, but in music in Years 1 and 2, and in history in Years 3 to 6, they have improved. Considering the quality of teaching evident during the inspection, the sound leadership and the enthusiasm of the key staff in the school, the school has a good capacity for these improvements to be continued.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	A	E	E	well above average A above average B average C below average D well below average E
mathematics	D	A	E	E*	
science	E	A	E	E*	

The table shows that the results of this school in the national tests vary significantly. This is the statistical effect of small year groups and a reflection of the differing levels of attainment in each year group as they enter and pass through the school. High all round achievement was recorded in 2000, but in 2001, standards in English, mathematics and science were well below average compared with all schools and in mathematics and science, they were within the lowest five per cent nationally as compared with similar schools. The school did not meet its targets for attainment in the English and mathematics tests in 2001 but is on course to meet them in 2002 in mathematics but not in English. Standards in these subjects have improved into 2002, mainly because of more effective monitoring and tracking procedures. The findings of this inspection are that standards in English, including literacy, are below average. This is because of a lack of focus on the progressive development of writing skills, opportunities for extended writing across the curriculum and a lack of challenge provided in some of the reading books. Standards are average in mathematics, including numeracy, and in all other subjects except history where they are above average. Here pupils are taught well the importance of primary evidence sources. There was insufficient evidence for an overall judgement to be made about

standards in physical education, but pupils do not reach average standards in the swimming element of this subject.

In Years 1 and 2, the inspection's findings are that pupils achieve standards in English and science that are below average, and average standards in mathematics. These judgements are similar to the school's own assessments. Standards are average in all other subjects except in music where they are above average. Here, the specialist teaching has a positive impact on standards achieved. Children in the Reception year make good progress and, by the end of the year, they attain standards that are above average in all areas of learning, except in their physical development, where standards are average. Insufficient outdoor play and activity resources limit better standards. Pupils with special educational needs make good progress and reach good standards relative to their previous levels of attainment.

Across the school, pupils make satisfactory progress. Most enter the school achieving average standards and make good progress in the Reception year. Progress made in Years 1 and 2 is satisfactory. However, the improved progress observed during the inspection has not been sufficient to redress the previous lack of progress caused by changes of staff, the composition of classes and the lack of sharpness in the target setting process. Pupils make satisfactory overall progress in Years 3 to 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They are enthusiastic learners and are keen to do their best. They listen attentively and respond well to challenges.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around the school is good. Some pupils are boisterous when they are restricted to the playground.
Personal development and relationships	Relationships in the school are good and provision for pupils' personal development is very good. Pupils respond well to the responsibilities they are given
Attendance	The school achieves very high levels of attendance. Pupils are keen to come to school and punctuality is good.

TEACHING AND LEARNING

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

During the inspection, in over six out of ten lessons observed, the quality of teaching and learning was good or better and in nearly a fifth, it was very good. No unsatisfactory teaching was observed. Examples of good and very good teaching were seen across the school, but were highest in the Reception year. Strengths in teaching across the school, which influence pupils' learning positively, are the successfully way in which pupils are managed and the good levels of support provided by teachers and their assistants. Teachers ensure that pupils are involved well in their own learning through clearly focused learning objectives and clear explanations. Pupils' written and oral contributions to classwork are valued. These strengths enhance pupils' learning and encourage their commitment, concentration and motivation. Shortcomings, which limit the effectiveness of teaching,

are a lack of sharpness in pupils' attainment targets, and some lack of awareness of the concepts and skills required by pupils to achieve higher levels. The effectiveness of teaching in science in Years 1 and 2 is limited by the lack of application of a sufficiently detailed and progressive curriculum. The quality of teaching of English, including literacy is satisfactory, and of mathematics, including numeracy, is good. Across the school, the quality of teaching and learning is good in mathematics, history and music and satisfactory in all other subjects except in science in Years 1 and 2 where it is unsatisfactory. There was insufficient evidence during the inspection for a judgement to be made on the quality of teaching in physical education in Years 3 to 6. Teaching and learning in the Reception year are good. The curriculum is well planned and relevant to the needs of the children. The teacher, who is well supported by her assistant, is knowledgeable, enthusiastic and well organised. As a result children feel safe and secure; they are well challenged and learn effectively. The good teaching to pupils with special educational needs enables them to make good progress towards their own learning targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Provision for numeracy and for children in the Foundation Stage is good and that for literacy is satisfactory. There are weaknesses in the science curriculum in Years 1 and 2. Very good enhancements to the curriculum are organised, for example, in offsite visits and visitors to the school. A good range of extracurricular activities is provided.
Provision for pupils with special educational needs	Good. Pupils are well supported by teachers and their assistants and pupils' individual learning plans are well organised, contain appropriate targets and are reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual and cultural development is satisfactory whilst that for their social and moral development is good. Pupils' social development is promoted well by residential and other visits and by opportunities to act as school and class monitors and to represent the school in competitive games.
How well the school cares for its pupils	The school is a caring community which has effective procedures to ensure the health, safety and welfare of its pupils. Child protection procedures are now organised well. Assessment procedures are good. Pupils' attainment and progress are regularly tested and recorded.

The school maintains good links with its parents. Information about the curriculum and school events is regular and clear. A minority of parents are unsure about the school's successes.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership and management of the school are sound and he is well supported by his deputy headteacher and other senior staff. The headteacher and his relatively newly appointed deputy work effectively as a team. Subject co-ordinators are effective and the overall monitoring of teaching and learning across the school is good. The work of the Foundation Stage is managed well.
How well the governors	Governors support the school's leadership and management

fulfil their responsibilities	satisfactorily. They are aware well of the work of the school through discussions at the full and committee meetings and through the reports of the visiting governors. However, procedures to enable them to monitor and evaluate the effectiveness of the school's work are insufficiently rigorous.
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The school's evaluation of its performance	Procedures to monitor and evaluate the school's work are not secure. The school improvement plan is not sufficiently focused on the importance of raising standards and it is not consistently at the heart of the school's work. Governors are not sufficiently aware of what the school needs to do to improve. The process of target setting is not fully used as a means of securing higher standards.
The strategic use of resources	This is satisfactory. Governors ensure that they get value for money when building improvements are secured or major purchases made. Good use is made of the funds provided for staff training and the provision for pupils with special educational needs.

The school has a good number of teachers and support assistants. All staff work well together and provide a cohesive staff team. Recent imaginative building alterations have improved the indoor accommodation. Overall, resources are satisfactory, except those for outside play activities in the Reception class. These factors support the sound progress that pupils make.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Provision for pupils with special educational needs is good. • The school promotes positive attitudes. • Behaviour is good in class. • The school is open and welcoming and provides regular and clear information about activities. 	<ul style="list-style-type: none"> • The provision of homework. • How the school works with parents. • The leadership and management of the school. • The range of activities provided outside lessons

The findings of the inspection support the positive views of the parents. Work done at home supports the provision of the Foundation Stage well and satisfactorily across the school. The school provides good and regular information to parents about school activities and their children's progress. The leadership and management of the school are sound, but are not sufficiently focused on raising standards. The school provides a very good range of curricular enhancements and a good range of extracurricular activities, which are predominantly provided for pupils in Years 3 to 6.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There are several important factors which significantly influence the analysis of this school's test results and affect the judgements about standards being achieved. The size of each year group, ranging from 28 in Year 2 to 15 in Year 1, makes the analysis of trends in the statistical data unreliable. This unreliability is further affected by a very wide variation in the ability range of year groups in the school. Data from the Local Education Authority's assessment on entry to the school show that, in the last four years, in relation to county averages, year groups have ranged from well above average to below average. These factors make it harder to make meaningful overall judgements about progress achieved over time. There were also separate factors which affected the results of national testing and explain the dip in standards in 2001 at both key stages. Mobility in the school is high. This had particularly affected pupils in Year 6 in 2001. In that year, only 19 of the 25 pupils in the year group were in the school at the age of seven. Of these six pupils who joined, four were on the school's special educational needs register and one was admitted on the day of the national tests. The factors which have especially affected pupils in Year 2 have been the uncertainties surrounding the consistent application of the authority's assessment on entry to the school programme, the change of staff in the Reception class which affected the continuity of teaching during that year, and splitting the group over the year as a new class had been formed. Also there was a higher than usual proportion of pupils with special educational needs (41.6 per cent) in that group. All these factors limited pupils' capacity to reach higher standards in the national tests.
2. In the Reception year, most children achieve standards that are above those expected for their age in all areas of learning, except in their physical development where attainment is average. No comparisons can be made with the previous inspection because no judgements on the attainment of these children were made. Most children in the Reception class have successfully met most of the Early Learning Goals and are beginning work within the National Curriculum. Children achieve well and make good progress in most areas of learning. Progress in their physical development is limited by the lack of regular access to appropriate outdoor play and activity equipment. Strengths in children's achievement are in their development of early reading and writing skills. These are planned, taught and assessed very well by the teacher and her assistant. Inventive use of the local environment and the careful teaching of skills in art promote children's knowledge and understanding of the world and their creative development.
3. In the national tests for seven-year-olds in 2001, compared with all schools, standards in reading, writing and mathematics were well below average. When compared with similar schools, standards were well below average in writing and among the lowest five per cent of schools nationally in reading and mathematics. The assessments made by teachers in science were average at the expected level, but well below average at the higher level. The trend in attainment since 1997 shows some variation between the years but indicates general above average attainment between 1997 and 2000 with a significant drop in all round standards in 2001. There were no significant differences between the attainment of boys and girls.
4. The findings of this inspection are that, in Year 2, pupils achieve standards in reading, writing and science that are below average and average standards in mathematics. This represents an improvement on the results of the 2001 tests where standards were well below average. The current Year 2 has significantly fewer pupils with special educational needs than the previous group. Currently, standards in all other subjects are average except in music where they are above average. Compared with the findings of the previous inspection, standards have dropped in English, science and information and communication technology and improved in music. Standards in English are lower as a result of previous staffing changes and a lack of clear attainment targets for pupils. Standards in science have dropped because the subject is not taught to a sufficient depth for pupils to achieve average or higher

standards. The school has not been able to keep up with the increasing demands for newer and more sophisticated information and communication technology equipment since the last inspection. Standards in music have improved as a result of the effect of the specialist subject teaching carried out in Years 1 and 2.

5. In the national tests for 11-year-olds in 2001, compared with all schools, standards in English, mathematics and science were well below average. When compared with similar schools, standards in English were well below average and in mathematics and science they were among the lowest five per cent nationally. The trend in attainment since 1997 shows significant fluctuations. Standards have been just below average from 1997 to 1999, with a significant rise in 2000 and an equally significant fall in 2001. The school did not meet its targets for the percentage of pupils achieving Level 4 and above in English and mathematics in the 2001 tests. It is on course to achieve those set for 2002 in mathematics but not in English. There were no significant differences between the attainment of boys and girls.

6. The findings of this inspection are that in Year 6, pupils achieve standards that are average in mathematics and science but overall below average in English. In this subject, standards are average in reading but well below average in writing. Standards are average in all other subjects except history where they are above average. There was insufficient evidence for an overall judgement to be made about attainment in physical education. However, the school's own assessment data indicate that pupils who swim only in Year 3 are unlikely to meet the required standard in swimming by the time they leave the school. Standards have improved since 2001 because of the carefully targeted work provided for pupils with special educational needs as the proportion of these pupils in the current Year 6 group remains well above average. Compared with the findings of the last inspection, standards have fallen in English because teachers have been insufficiently aware of the required progression in pupils' writing and of how to challenge more able pupils. Standards have also fallen in information and communication technology. Standards are higher in history because the quality of teaching has improved.

7. Pupils with special educational needs make good progress and reach appropriate standards for their previous attainment. The good knowledge which teachers and learning support assistants have of their pupils helps pupils to feel confident and secure. Parents are generally pleased with their children's rate of progress and the caring ethos of the classes. Pupils' progress is more marked in literacy and numeracy, because they receive support that is well matched to their needs.

8. Most pupils make satisfactory progress as they move through the school. Most children are achieving average standards when they enter the school. They make sound progress to reach satisfactory standards by the time they leave. However, this overall picture of achievement over time is complicated by the variations in the range of ability in each year group. Most of the children entering the Foundation Stage are achieving average standards and they make good progress to achieve above average standards by the end of the Reception year. The progress of pupils in the current Year 2 was slow while they were in the Reception class and Year 1 but the current inspection's findings indicate that most are now making satisfactory progress. However, the progress, particularly in English and science is not sufficiently rapid for pupils to reach average standards. Pupils in Years 3 to 6 also make satisfactory progress. The needs of pupils with special educational needs are met well. The needs of other pupils are met satisfactorily, except that insufficient attention is given in teachers' planning, especially in English and science, to extending the attainment of more able pupils to higher levels.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to learning and behaviour are good throughout the school. Personal development and relationships are very good and attendance is very high. This finding is similar to that of the last inspection. Most of the parents who attended the meeting or responded to the questionnaire felt that behaviour in the school was good and that their children were encouraged to become mature and responsible.

10. Pupils' attitudes to learning are good overall. Pupils are keen to come to school and punctuality is very good. Most pupils concentrate well and are well motivated, although occasionally some pupils chatter unnecessarily. They respond well to challenge and follow instructions well. They are enthusiastic when teachers pass on their own enthusiasm. They are keen to put forward their own ideas. For example, in a Reception Year personal, social and health education lesson, children listened attentively and respectfully to others' opinions and were eager to answer the teacher's questions. In a Year 3 design and technology lesson on axles, pupils chose their equipment independently and focused well on their activities. Participation in activities is very good.

11. Behaviour is good overall. It is very good in assemblies and when pupils are moving around the school. On a walk around the village in a history lesson, Year 5/6 pupils behaved very responsibly. Behaviour is good in most lessons, although some pupils occasionally find concentration difficult. On the playground, some older boys are not always considerate towards younger ones: this mainly occurs before the beginning of school sessions, when they are left to play by their parents before the school's supervision starts. Generally, however, boys and girls work and play well together. They know the rules well and appreciate the rewards system. They are open, friendly and polite to visitors. There is no evidence of bullying, but pupils are confident that it will be dealt with fairly. Relationships within the school are good. Pupils are sensitive to others' feelings in lessons and assemblies. For example, in a showing assembly, Year 4/5 pupils sang their own versions of hymns to other pupils, who listened attentively and applauded well. Older pupils look after younger ones well and the new playground monitor system is very effective. All pupils enjoy taking responsibility and are keen to show initiative.

12. Children in the Reception year show good attitudes to their work, and the teacher and her assistant work hard to encourage children's personal development. The children enjoy coming to school and settle quickly to their activities in class. They demonstrate good levels of concentration and commitment to their learning and the setting and explaining of clear group targets ensure that children understand what they are expected to learn. The choices they make in their afternoon activities help them to make decisions about their own learning. Children all share in several class responsibilities as they give out equipment and willingly help to clear away resources at the end of a lesson.

13. Attendance is very good and unauthorised absence is below national figures. There has been one fixed-period exclusion this year.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Across the school, the quality of teaching is satisfactory with several good features. This overall judgement is very similar to that of the last inspection when teaching was 'generally balanced between sound and good with the majority being sound'. However, since the last inspection, several important improvements have been made to the quality of teaching and these represent a good response to the key issue which identified the need to raise teachers' expectations and to be more aware of what constitutes effective teaching. At the last inspection, one per cent of the teaching was very good or better and nine per cent was unsatisfactory. Currently, no unsatisfactory teaching was observed and 17 per cent was very good. This good improvement has been achieved through the work that the school has done in devising and implementing its effective teaching policy.

15. Across the school, the most important strengths are in the quality of teachers' management of pupils and the effective support provided by teaching assistants. Teachers maintain good, and often very good, relationships with pupils in their class. They explain clearly the purpose of the lesson and identify, and share with the pupils, what they will be required to learn and to do in each lesson. Pupils are managed well, through a combination of firmness and good humour, and they are all involved well in whole class discussion and group activities. Teaching assistants are well prepared. They also establish good relationships with teachers and the pupils and support and encourage groups and individuals well. These strengths influence positively the quality of pupils' learning. Pupils feel valued, fairly treated and are keen to do their best. They listen attentively, apply themselves conscientiously and are involved well in their own learning. Shortcomings, which limit the effectiveness of teaching

across the school are that activities for more able pupils are not consistently identified in teachers' planning. Also the targets which pupils are set do not always show them how they can improve their work and they are not sufficiently closely related to National Curriculum criteria.

16. Since the last inspection, the process of setting attainment targets has been introduced satisfactorily. Relevant group targets are clearly displayed in each classroom. However, because individual targets lack a specific focus, they are not fully successful in raising standards. Teachers' knowledge of effective teaching and their understanding and use of assessment data have improved. However, teachers' expectations of what more able pupils can achieve and the use of marking to help pupils improve their work, are only partially successful. Other general shortcomings in teaching across the school are in teachers' understanding of the concepts and skills required for pupils to achieve the highest level possible in each activity.

17. The quality of teaching in the Foundation Stage is good. Of the lessons observed in the Reception class during the inspection, one was very good, three were good and two were satisfactory. No judgement was made about the quality of teaching to this group at the last OFSTED inspection. The teacher's use of praise and encouragement, and her warm and welcoming attitude when children come into the class, help to create an environment where children feel safe and secure and are ready to learn. Teachers' planning is detailed and thorough. Group learning targets are set in literacy and mathematics and these are shared with the children and clearly displayed on their whiteboard. This ensures that expectations are made clear and involves children well in their own learning. A further strength is the way in which the positive contribution of the teaching assistant and the effective co-operation between all adults in the classroom improve the quality of children's learning.

18. In Years 1 and 2, the quality of teaching and learning is satisfactory. During the inspection, 14 lessons were observed at this key stage. Three were very good, five were good and six were satisfactory. Teaching and learning are good in mathematics, including numeracy, history and music and satisfactory in all other subjects except science where it is unsatisfactory. Here, the subject has not been taught consistently to a sufficient depth for average standards to be achieved. Teachers are applying the National Numeracy Strategy confidently. In history, teachers use primary evidence sources well, and the use of specialist teachers improves the quality of teaching in music. Where clear comparisons can be made with judgements made at the last inspection, the quality of teaching has been broadly maintained in all subjects except in history where it has improved from satisfactory to good, and in science where it has fallen from satisfactory to unsatisfactory.

19. A science lesson to Year 2 illustrated several further features of good and very good teaching in Years 1 and 2. The activity was centred on the investigation of changing materials and pupils were observing and measuring changes to ice-balloons as they melted. This was an interesting and challenging activity that pupils were engrossed in. The teacher explained clearly what pupils had to do and good links were established with previous work. The careful observation and recording, the use of a range of different scales of measurement and equipment and the effective use of the school's digital camera ensured that several important aspects of pupils' learning were brought together successfully. The lesson resulted in enjoyment and effective learning.

20. In Years 3 to 6, the quality of teaching and learning is also satisfactory. During the inspection, 15 lessons were observed. Two were very good, eight were good and five were satisfactory. The quality of teaching and learning is good in mathematics, music and history and satisfactory in other subjects. There was insufficient evidence for a judgement to be made in physical education. Where clear comparisons can be made with judgements made at the last inspection, the quality of teaching has been broadly maintained in all subjects except in mathematics and history where it has improved.

21. A history lesson to Year 5/6 illustrated several further features of good and very good teaching in Years 3 to 6. This lesson involved a walk around the local village to identify characteristics of Victorian buildings and to assess how the village might have changed since those times. Pupils had been very well prepared and during the walk they 'found' several pieces of first-hand evidence

themselves from the churchyard and from inscriptions on local buildings. The activity was very well managed and pupils were very well behaved and thoroughly enjoyed the opportunity to find out for themselves. Their knowledge of the history of their local area and their appreciation of the importance of primary evidence sources were developed very well.

22. The teaching of literacy across the school is satisfactory. Teachers plan and evaluate their lessons carefully and the organisation of lessons follows the nationally recommended format. In the best teaching, there is a well organised range of activities which provides challenge for all levels of ability. The teaching of numeracy skills is good. Teachers plan the topics of the National Numeracy Strategy well and lessons are well structured. They use the mental starter session at the beginning of lessons effectively and plan appropriate activities for the interest and abilities of pupils in their classes.

23. The quality of teaching for pupils with special educational needs is good. Teachers and learning support assistants plan very effectively together to ensure that lesson activities match the targets on pupils' individual education plans. Targets are clearly expressed and provide realistic stages of development. As a result, pupils make good progress, both in their grasp of basic skills, and in their confidence and positive attitudes to work. In most numeracy and literacy lessons, learning support assistants provide good support in whole class sessions, as well as in small group work and often work with individual pupils. This is a productive use of their time and makes a good contribution to individual pupils' progress.

24. The school meets the needs of its pupils satisfactorily. The quality of the curriculum, the good teaching and the effective support by adults mean that the needs of children in the Foundation Stage are met well. The needs of pupils in Years 1 to 6 are met satisfactorily. The quality of teaching is at least satisfactory with several good and very good features. Overall, pupils have made progress since the 2001 tests, and higher levels of attainment are being achieved although progress being made in most elements of English is slower. The needs of some pupils are not fully met as a result of the uncoordinated withdrawal of individuals and groups from some lessons.

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

25. Overall, the school provides a satisfactory range of relevant and worthwhile learning opportunities that promote its aims effectively. It includes all subjects of the National Curriculum, and religious education is taught according to the locally Agreed Syllabus. All statutory requirements are fully met. The same judgement was made in the school's previous inspection. Total weekly time is adequate to meet the needs of the curriculum and time allocations for different subjects are generally appropriate. However, the organisation of time across the curriculum for subjects such as geography and art does not always allow the consistent development of pupils' skills from year to year. This applies particularly to the older pupils in Years 5 and 6. The current curriculum for the swimming element of physical education does not allow a sufficient progression of skills for pupils to reach average standards by the time they leave the school. There are weaknesses in the provision of science in Years 1 and 2 where topics are not taught to a sufficient depth and pupils are not given appropriate opportunity to experiment or investigate.

26. Policies and schemes of work are in place for all subjects. The school has almost completed a trial of the Qualifications and Curriculum Authority subject guidance for subjects other than Literacy and Numeracy. It recognises the need to review the units of work in subjects such as religious education and geography, to ensure that they meet the needs of pupils in the school and that the organisation of units across the year enables pupils to develop their skills progressively. The effectiveness of aspects of curriculum provision is limited by the uncoordinated withdrawal of pupils from some lessons. Opportunities to use information and communication technology across the curriculum are not fully developed.

27. The National Literacy Strategy has been fully implemented and is having a satisfactory impact on the development of pupils' literacy skills. As a result of close analysis of the results of national tests, the school has identified the need to focus more closely on the development of pupils' spelling and handwriting. This focus has resulted in an observable and good improvement in handwriting across the school but has not had time to influence the standards reached in spelling. Literacy skills are developed appropriately across the curriculum. Pupils write prayers and poems in religious education and explore lyrics in music to identify how words can enhance atmosphere. In their individual projects in science pupils develop their information retrieval skills and, in history, they consider the role of women in Ancient Greek society from their own perspective. Provision in literacy is enhanced by supportive programmes such as the Additional and Early Literacy Programmes.

28. The National Numeracy Strategy is well established and is having a good effect on the standards achieved by pupils in mathematics. Standards have been improved by the introduction of the support programme 'Springboard Mathematics'. Good opportunities are provided for mathematics skills to be used across the curriculum. For example, pupils in Years 1 and 2 collect data as they observe and record the number of cars parked in the road adjacent to the school for one day. They then record their findings on large block graphs. Other pupils use a wide range of measures of length and volume as they measure the changing size of their ice-balloons as they melt and the volume of water produced. Time lines are used in history and pupils use appropriate measuring skills as they make artefacts in design and technology.

29. Curricular provision for children in the Reception year is good. The teacher plans a good range of interesting and challenging activities which fully meet children's needs. Previous planning indicates that teaching had been planned according to the Early Learning Goals, although at this stage in the school year, the emphasis was more towards progression to the National Curriculum. This is appropriate for the current class and ensures that the progress that children make is maximised. Aspects of the provision for the development of children's communication, language and literacy are addressed very well. The effectiveness of the curriculum for children's physical development is limited by the lack of appropriate resources for outdoor play activities.

30. Curricular provision for pupils with special educational needs is good. There are good arrangements to support pupils' learning in literacy and numeracy in classes, where teaching assistants work with individual pupils or with small groups. Individual education plans are well organised and targets are clear and achievable. These targets focus on both literacy and numeracy, and many education plans also include targets for personal and social development. The needs of the pupils with statements of special educational needs are met well, and annual reviews provide a good focus for further improvement.

31. The school provides a very good range of opportunities for pupils to enhance their learning and interests. Events such as the Arts, Science, Caribbean and Book Weeks have introduced the pupils to a wide range of new experiences. Visiting artists, such as Carol Havard, helped pupils to explore techniques of mask making and screen printing; visiting authors Ronda and David Armitage worked with pupils to explore the impact of illustrations in their books and to enthuse them with enjoyment in reading; visiting musicians, such as Mike Fenton helped pupils to enhance their knowledge of music by learning to play the autoharp and to perform for the rest of the school. Visiting theatre groups and story tellers, links with the BBC in pupils' study of the weather and the visit of 'Skylab' to the school have enriched pupils' experiences. The school has a good range of after school clubs and activities mainly, but not exclusively, offered to older pupils in the school. These include netball and football clubs, choir and recorder clubs which are attended by a good number of pupils each week. Sports teams participate in local tournaments with a good degree of success and music clubs take part in area festivals and events. Most clubs are organised and run by teachers in the school but Friday Club, which is offered to all pupils in the school, is organised by church volunteers. Smaller, but nonetheless enthusiastic, groups take part, for example, in gym, computer, textiles and art clubs.

32. The aims of the school and its supportive ethos ensure that all pupils are well included in activities and the opportunities offered by the school. Teachers and teaching assistants have a good knowledge of their pupils' needs and work effectively together to ensure that the pupils are able to participate and contribute well to lessons.

33. There are good links with the local community that make a positive contribution to pupils' learning. Pupils participate in church services, which celebrate the most important festivals in the Christian calendar and school events such as the Leavers' Service are held in the church annually. Local clergy are regular visitors to the school and take sessions of collective worship on a regular basis. Older pupils visit a local residential centre for older members of the community to play card games and to sing carols at Christmas. In turn, senior members of the community are invited to concerts and events in the school. The school makes good use of the local area to enhance pupils' learning in geography and science, religious education and history in walks around the village and in visits to the church. A good number of parents and members of the community support school visits and trips and help pupils with their reading on a regular basis. Pupils participate in local events such as a local Fun Run and the Hooe Michaelmas Fair painting competition with a good degree of success.

34. The school has useful and productive links with institutions which pupils attend both before and after they join the school. The local playgroup visits the school and spends some time in the Reception class to familiarise themselves with their new school. Older pupils have opportunities to visit the secondary school which most pupils attend. Staff have reciprocal visits to share important information to help pupils make a smooth and effective transition to the next stages of their learning. Pupils have good opportunities to attend area events and to participate in activities in their new schools before they make the transfer.

35. The school effectively promotes pupils' personal, social and health education. The well-structured programme emphasises a healthy lifestyle and incorporates drugs and sex education for older pupils. It is covered in timetabled weekly lessons. Good use is made of 'circle time' and assemblies. During the inspection, a very good workshop was given by a visiting theatre group on effective communication, which promoted aspects of pupils' personal development very well. In lessons, younger pupils discuss respecting differences, bullying and listening to others. The programme makes a good contribution to pupils' personal development.

36. Provision for pupils' spiritual, moral, social and cultural development is good overall. This is similar to the finding of the last inspection. The school aims to help its pupils to realise their full potential within a caring Christian community. Some good opportunities for pupils' spiritual development are provided through assemblies, religious education lessons and special services in church. The Rector visits the school regularly. In a showing assembly, older pupils expressed delight at the foil pictures made by Year 2 pupils. Prayers composed by pupils are read at the end of morning sessions. However, opportunities are missed in assemblies for moments of reflection and there are insufficient planned opportunities across the curriculum to develop pupils' spiritual awareness.

37. Provision for pupils' moral and social development is good, through the everyday teaching and through the ethos that pervades the school. Pupils clearly understand the difference between right and wrong. Moral issues such as selfishness are covered well in assemblies. Social development is promoted well and there are good opportunities for pupils to take responsibility. Older pupils take part in an adventure activity week every other year and there is a good range of visits. Pupils are encouraged to think of others less fortunate than themselves and raise good sums for charity.

38. Pupils' cultural development is promoted satisfactorily. Good use is made of music at assemblies. Pupils can take instrumental lessons and there are good displays of art around the school. They participate in local music festivals. A Caribbean week was held last year. Some pupils are in correspondence through e-mail with children in The United States, Malaysia and New Zealand. However, there is little opportunity for pupils to learn about the richness and diversity of other cultures within the United Kingdom.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school is a caring community, which has effective procedures to ensure the health, safety and welfare of its pupils. It has a warm and friendly atmosphere, so that pupils are happy to come to school. This is similar to the findings of the last report.

40. Child protection procedures, which were criticised in the last report, are now good. The subsequent key issue from the last inspection has been addressed very well and the school has made very good improvement in this area. The deputy headteacher, who is the designated person, has been recently trained and procedures are effectively shared with all staff. Relationships with social services are good. The local education authority framework has been adopted.

41. There are clear policies to ensure health and safety within the school. However, the equipment stored in the hall poses a risk for pupils undertaking physical education lessons. Staff have received first aid training and there are two members of staff who are fully trained. Arrangements for dealing with pupils' medical conditions are effective. Accidents are carefully recorded and risk assessments are undertaken regularly. There is good health and safety practice in design and technology, science and physical education. Supervision at play times is effective. A security concern has been notified to the governors.

42. Pupils understand that good behaviour is expected of them. They know the school rules well. There is a clear and comprehensive behaviour policy and procedures for promoting good behaviour and eliminating bullying are effective. Class teachers praise pupils for hard work and good behaviour and reward them with class points. Good Neighbour award certificates, given for hard work and kindness, are presented in assemblies, as well as certificates for full attendance. Teachers offer their pupils good examples of courtesy and fairness. A racial incident log is kept.

43. Procedures for monitoring pupils' personal development are satisfactory, through teachers' personal knowledge, some classroom records and reports. There are many good ways in which the school promotes responsibility, but these are not recorded and monitored on a systematic basis. Although there is no school council, pupils are encouraged to put forward their ideas. As a result, older pupils have published school magazines and suggested the playground monitor scheme. All had to apply for their posts. Last year, pupils were asked their views on various aspects of the school through a questionnaire. There are many very good opportunities for pupils to take responsibility. All pupils, from the Reception year onwards, have tasks to do such as taking registers to the office and older pupils from Year 3 can be playground monitors. Year 6 pupils help in the school office and with assemblies.

44. Procedures for promoting good attendance and punctuality are very good. Registers are properly kept and monitored very regularly by the administrative staff and the headteacher for patterns of lateness and absence. There are good links with the educational welfare officer. Registration takes place very promptly and ensures an efficient start to sessions. Procedures for exclusion are correctly followed.

45. Since the last inspection, there has been good improvement in the key issue which identified shortcomings in the school's assessment procedures. Teachers' knowledge and understanding of assessment and its use are now much sharper. Available data in English and mathematics are analysed much more thoroughly. However, some of these procedures have been introduced relatively recently, and they do not apply consistently to all subjects of the curriculum. However, teachers make useful evaluative comments on pupils' work in their termly planning, and write annual reports for parents.

46. Soon after children enter the school in the Reception class, they are assessed using procedures designed for this age range of children. Insufficient analysis and use of this data are made to predict the levels likely to be achieved by the end of the pupils' next phase of education. In Years 3, 4, and 5, optional tests are administered which are similar in contents to the national tests in Year 6. Reading tests are given regularly across the school. The school uses data provided in order to set targets for

groups and individuals. However, the practice of centring on the expectation that pupils will make an average three points progress each year on the National Curriculum scale is insufficiently detailed. It limits expectations to only average levels, and is not sufficiently closely matched with the knowledge, concepts and skills required for the different National Curriculum levels of achievement. Group targets are often very broad and may include targets such as ‘make sure to read the question’ and ‘improve your handwriting’. Targets are, therefore, not always sufficiently focused on the next stage of development and do not clearly show pupils and their parents how they might achieve higher levels of attainment. Results of the National Curriculum tests in Years 2 and 6 are analysed for overall trends, and specific areas that need more attention. However, these data are not used sufficiently to drive whole school planning. Individual questions from the past test papers are selected if they have caused problems for pupils, so that extra work can be done on them.

47. The co-ordinator for assessment monitors teachers' procedures for assessment well. For example, spelling was identified as an area for improvement in assessment, and this is being addressed. Pupils' progress is tracked carefully, and staff test each other's pupils, sample their work and collaborate well through discussion and evaluation together. They keep examples of pupils' work to demonstrate the levels reached, and teachers meet to examine examples of English and mathematics work, in order to agree on the standards attained. In the short time that the co-ordinator has been in post, she has achieved much and has brought more rigour and focus to assessment procedures. For example, she has ensured that teachers' planning includes assessment and that the use of assessment helps to inform planning and the setting of targets. However, these good initiatives, seen in English and mathematics, have not been applied to all subjects of the curriculum. Overall, the targets set for pupils do not show sufficiently how they can improve the quality of their work and are not closely related to national Curriculum criteria.

48. The care and welfare provision for the children in the Reception year are effective. The warm way in which children are greeted when they arrive at school, and the respectful way in which they are treated by the teacher and her assistant, are evidence of the good levels of care and concern shown. During the inspection, children's early morning tears were treated with sensitivity. Procedures for assessing and monitoring children's attainment and progress are good. Careful records are maintained of the progress that children make through the recommended areas of learning, and of movement into the National Curriculum. The assessments made in literacy, which include records of children's knowledge of letter sounds and blends, their ability to read key words, and progress made in writing skills are particularly good. Assessment records in numeracy and science are also thorough. These records are now helping to ensure that the progress made by each child is carefully monitored as they move through the school. However, insufficient attention is given to the results of the data shown in the local authority's assessment on entry to the school programme.

49. The care and support of pupils with special educational needs are good. Teachers and learning support assistants know the pupils they work with well. There are good procedures for the early identification of pupils with special educational needs and the school ensures that these pupils good opportunities to take part in all school activities. Their contributions are recognised and fully appreciated. Through the school's good procedures for tracking pupils' progress and well organised individual education plans, effective arrangements are made for the regular review of their progress. Pupils' records are well maintained and organised and provide a clear picture of their progress. The school has productive and regular liaison with outside agencies, which are involved, as appropriate, in pupils' termly and annual reviews.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The majority of parents who responded to the questionnaire or attended the meeting were supportive of the school and all that it does for their children. Nearly all felt that their children liked school, that the teaching was good and that their children were well behaved and taught to become mature and responsible. However, a significant proportion were dissatisfied with the amount and

consistency of homework, with the leadership and management, with the way the school worked closely with parents and with the range of activities outside lessons. A similar survey issued by the school last year found much smaller proportions of parents dissatisfied in these areas. The findings of the inspection are that the range of extracurricular activities for older pupils is very good, although opportunities for younger pupils are limited. Regular homework is given to support pupils' learning, although there have been some inconsistencies when supply staff have been uncertain about timings. The leadership and management of the school are satisfactory and the way in which the school works with parents is good.

51. The school has good links with parents. The information it provides for them is up to date and clear. The prospectus and governors' Annual Report to parents are easy to use and attractively presented, although the prospectus does not contain statutory information about the school's religious affiliation. The governors' Annual Report does not include information on the progress of the action plan or on the election of parent governors. Advance information on the curriculum is given to parents each term. Newsletters are frequent and friendly in tone. Reports are good in their coverage of subjects and of pupils' personal development. They contain targets, but do not offer parents or pupils opportunities to comment. All parents have signed the home/school agreement. The home/school diaries and reading logs are used well as a means of dialogue between school and home. Last year's questionnaire offered parents the opportunity to offer suggestions as to how the school could improve and, as a result, there are now three consultation meetings each year.

52. Good numbers of parents help in school and with after school activities on a regular basis and very many attend school performances and services. The friends' association organises frequent social and fundraising events each year. Good sums are raised to help the school to buy equipment.

53. The school involves parents of pupils who have special educational needs well. They receive copies of individual education plans and are invited to consultations about their children's progress each term. Their views are sought and recorded for annual reviews of statements, and there are opportunities to become involved with pupils' education at home. This may include hearing reading, or help with giving change when shopping. There are good home-school links through the pupils' 'diary' and parents and teachers communicate well in this way.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Overall, the headteacher's leadership and management of the school are sound, with some good features but with some requiring improvement. One of the strengths in the headteacher's leadership is the way in which he has built up an effective teaching and leadership team in the school. The quality of the relationship between the headteacher and the relatively newly appointed deputy headteacher is good and they provide an effective partnership. The headteacher has responded well to two key issues identified at the last inspection which referred to the quality of teaching across the school, and the use of the deputy headteacher and other key staff in the management of the school. The work which the staff have done in devising and implementing the Effective Teaching policy has been very good. Teachers now have a much clearer view of how to improve their classroom practice and these initiatives have resulted in a significant improvement in the quality of teaching since the last inspection. The headteacher has also ensured a more effective use of the deputy headteacher and subject co-ordinators in the school's management. The deputy headteacher has worked hard and effectively in the areas of responsibility delegated to her, and co-ordinators now have a much clearer role in supporting and monitoring teaching and learning in their subjects. This has enabled the monitoring of teaching and learning to be much better organised. These procedures are now good. Co-ordinators have regular non contact time in order to fulfil their duties and the headteacher and deputy headteacher undertake useful observation and feedback on teaching and learning across the school.

55. The headteacher's management of the school is also sound. There are appropriate procedures, through regular staff meetings, to inform and involve the staff in aspects of the school's work. Performance management procedures have been introduced enthusiastically and well. Staff and

governors have devised an appropriate policy based on the nationally recommended model and the headteacher and deputy headteacher, acting as team leaders, have ensured that teachers' objectives have been set and reviewed. The way in which individual objectives have been related to whole school development priorities, to teachers' own professional development needs and their subject responsibilities, has brought a clear coherence to the whole development of the school. The headteacher's management of the building resources has been good. He has devised and overseen several imaginative building improvements recently, which has involved a major extension to the school hall and the repositioning and refurbishment of the staff room.

56. However, there are some important weaknesses which limit the effectiveness of the headteacher's leadership and management of the school. Insufficient emphasis has been placed on the importance of raising standards as part of school improvement. For example, the labelling of the school development plan as the Management Plan does not give sufficient importance to either development or improvement. A further weakness is that the plan is not sufficiently focused on raising standards, and did not clearly identify the school's response to the significant drop in standards achieved in the national tests in 2001. The plan usefully contains co-ordinators subject action plans, but these too are insufficiently focused on how to raise standards. The plan does not make sufficient reference to the assessment work and target setting which was being carried out in the school and is, therefore, not central to the school's developmental process.

57. The governing body makes a sound contribution to the school's management. Governors maintain a satisfactory view of the school's work from their full meetings and through the work of the well organised committees. Governors have a good view of the problems and possibilities related to the school premises and are active in promoting the school's profile in the local community. They are appropriately involved in the processes of devising the school development plan and the annual budget. They are beginning to get a more detailed view of the working of the school through their over-sight of particular subject areas of the curriculum and through their regular visits. Visiting governors make regular written reports of their visit to the school but the focus of their visits is often too wide. An important current weakness in governors' work is that insufficient attention is given to the routine and rigorous monitoring of the school development plan. Governors do not have a standing item on their regular agenda and the headteacher's written reports do not give sufficient prominence to school development issues, especially the drive to improve standards. As a result of these shortcomings, the governors' ability to monitor and evaluate the school's work is significantly weakened.

58. The management of the school's finances is sound. The specific grants used for teachers' professional development, for co-ordinators to undertake their responsibilities and monies for pupils with special educational needs are used well. The school secretary/bursar maintains a good overview of the school's spending patterns and supports the headteacher well. Her management of class teachers' budgets and the subject co-ordinators' budgets helps them to be more effective in their work. The work of the finance committee ensures that governors have a clear view of the spending priorities and patterns and these are appropriately monitored during the year. The budget carry forward is within recommended levels and the governors ensure that value for money is achieved when larger resources are purchased or building improvements secured.

59. The leadership and management of the work of the Foundation Stage are good. The co-ordinator, who is also the class teacher, has a clear understanding of the needs of these young children. However, the use of the term Early Years in the school does not sufficiently recognise the distinctiveness of the Foundation Stage. The co-ordination of the planning, resourcing and the use of the teaching assistant are all managed well. Overall, the level of resourcing is satisfactory except that provision for outdoor play activities is too limited. This affects the quality of children's physical development. Children have access to appropriate resources, including the small school hall, and a separate outdoor play and activity area.

60. The co-ordination of special educational needs is good. The co-ordinator gives freely of her time, and much of the administrative work is done at home because she has only two days in school each week. She uses the school's tracking system to monitor pupils' progress. The school has good arrangements for liaison with the local playgroup and secondary school, and pupils visit the secondary school before they transfer. The school meets the requirements of the new Code of Practice for special educational needs, and much work has been done to bring this up-to-date quickly. There is a designated governor, who has a good involvement in the life of the school, and visits weekly, on average. Funds allocated for pupils with special educational needs are used to good effect and the school makes a significant contribution from its own resources.

61. There is a good match of staff to the demands of the curriculum. There is a good range of interest, experience and expertise among the teaching staff, and the additions to the support staff, which the governors have recently initiated, are benefiting the school. The level of expertise and the quality of the interaction between the teaching assistants and both the teachers and pupils, increase their effectiveness and the impact which they have on pupils' learning.

62. Overall, the quality of the school's accommodation is satisfactory. The school has made good improvement towards the key issue from the last inspection which encouraged the school 'to use its best endeavours to seek for improvements to the accommodation, in particular the provision for the youngest pupils'. Since the last inspection, a useful extension to the school hall has been made and an imaginative outdoor play and activity area has been built adjacent to the Reception class. The school hall remains small, even after its significant refurbishment. It is now a satisfactory space for assemblies and physical education lessons, but its effective use was limited during the time of the inspection by the musical instruments and other equipment and resources which were stored around its perimeter. The outside facilities consist of a small hard-surfaced playground, which becomes very congested when it has to be used by the whole school, and an attractive grassed area which is part of the village recreation ground. Classrooms are of varying ages and sizes. The demountable classrooms which house Years 5 and 6 are old and shabby and are cramped for the number of older pupils in those classes. Other areas of the school, such as the library, the shared activity area between classes 2 and 3, and the special educational needs room, are used well. Overall, resources for the teaching of the National Curriculum are satisfactory in all subjects. However, there are insufficient outdoor play and activity resources for children in the Reception class and many of the reading books, including the reading scheme used, are dull, unimaginative and unattractive.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

(1) Raise the standards achieved:

i) in writing across the school by;

- making more effective use of opportunities for pupils to write at length and for different purposes across the curriculum;
- widening the use of pupils' vocabulary and improving their use of more complex sentence structures;
- introduce a progressive programme to develop pupils' punctuation skills.

See paragraphs 4, 6, 27, 72 – 83

ii) in reading, especially in Years 1 and 2, by ensuring that pupils are reading a range of books that are both interesting and challenging.

See paragraphs 4, 72 – 83

iii) in science in Years 1 and 2 by ensuring that;

- the subject is taught to a sufficient depth;
- the discrete elements of the subject are clearly identified in teachers' planning;
- teachers are clearly aware of how to extend pupils to higher levels of attainment;
- pupils are given more opportunity to experiment and investigate.

See paragraphs 4, 25, 90 – 93

iv) in the swimming element of physical education in Years 3 to 6.

See paragraphs 25, 120 - 123

(2) Introduce more rigorous procedures to monitor and evaluate the school's work by ensuring that:

- i) the school improvement plan is more clearly focused on raising standards;
- ii) school improvement priorities are regularly discussed and evaluated by the governing body;
- iii) co-ordinators' action plans identify how standards can be improved in their subjects.

See paragraphs 56, 57

(3) Improve the use of target setting to improve standards by ensuring that;

- i) teachers' planning shows more clearly how the needs of pupils of all abilities are met;
- ii) pupils' attainment targets show clearly how they can improve the quality of their work and identify the next steps in their learning;
- iii) pupils' attainment targets are clearly related to National Curriculum criteria.

See paragraphs 8, 15, 47, 81, 92

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Review and revise the procedures for withdrawing pupils from lessons.
See paragraphs 24, 122
- Review the curriculum time allocation for geography, design and technology and art and design.
See paragraphs 25, 98, 102, 106
- Improve the outdoor play and activity resources for children in the Reception Year.
See paragraphs 65, 70

- Increase the planned opportunities for the use of information and communication technology skills in mathematics, science, design and technology, history and religious education. See paragraphs 26, 89, 93, 102, 111, 129

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	16	13	0	0	0
Percentage	0	17	46	37	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	156
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	39

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

Unauthorised absence

	%
School data	2.6
National comparative data	5.6

	%
School data	0.2
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	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	8
	Girls	11	11	10
	Total	19	20	18
Percentage of pupils at NC level 2 or above	School	76 (83)	80 (91)	72 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	10
	Girls	12	13	13
	Total	21	21	23
Percentage of pupils at NC level 2 or above	School	84 (83)	84 (96)	92 (91)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	11	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	9
	Girls	7	6	8
	Total	16	14	17
Percentage of pupils at NC level 4 or above	School	67 (92)	58 (92)	71 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	7	7	8
	Total	16	16	18
Percentage of pupils at NC level 4 or above	School	67 (92)	67 (88)	75 (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	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	152
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)	7
Number of pupils per qualified teacher	22
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	205

FTE means full-time equivalent.

Recruitment of teachers

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

FTE means full-time equivalent.

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	324285
Total expenditure	320460
Expenditure per pupil	2108
Balance brought forward from previous year	6003
Balance carried forward to next year	9828

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	154
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	54	4	4	0
My child is making good progress in school.	25	65	6	2	2
Behaviour in the school is good.	27	56	15	0	2
My child gets the right amount of work to do at home.	17	54	23	6	0
The teaching is good.	19	69	6	2	0
I am kept well informed about how my child is getting on.	8	79	10	0	2
I would feel comfortable about approaching the school with questions or a problem.	42	44	13	0	0
The school expects my child to work hard and achieve his or her best.	42	54	2	0	0
The school works closely with parents.	10	54	31	2	0
The school is well led and managed.	17	42	19	10	10
The school is helping my child become mature and responsible.	21	60	6	4	8
The school provides an interesting range of activities outside lessons.	21	33	33	6	4

Other issues raised by parents

- Provision for pupils with special educational needs was good.
- The school promoted positive attitudes.
- Behaviour was good in class but sometimes boisterous in the playground.
- The school was open and welcoming and provided regular and clear information about activities.

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

64. At the time of the inspection there were 20 children in the Foundation Stage. They are taught together in a single Reception class. When they enter the school, most children are achieving average standards. The analysis of the school's assessment on entry programme shows a wide range of ability and significant variations between different year groups.

65. In the Reception year, most children make good progress in most areas of learning. At the time of the inspection, most had already achieved the Early Learning Goals in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Many children are successfully beginning work in the National Curriculum. Standards achieved in children's physical development are satisfactory. Better progress is limited by lack of access to appropriate outdoor play and activity resources. There were no separate judgements about the attainment and progress made by this group of children in the last OFSTED report. The good standards and progress being made overall are being achieved by several important strengths. The curriculum provided is well planned and organised. Previous planning shows a smooth transition between work towards the Early Learning Goals and current National Curriculum work. This ensures that the needs of all children are being met well, and that more able pupils are being well challenged. Teaching is good. The teacher has a clear understanding of the needs of these young children and supports, encourages and challenges them well. She is well supported by an effective teaching assistant. A further strength is the way in which the progress made by children, especially in their communication, language and literacy development, is carefully assessed and monitored. A shortcoming is that there is insufficient analysis and use of data gained from the assessment of children when they enter the school.

Personal, social and emotional development

66. Children make good progress and achieve well in this area of learning, and the quality of teaching and the quality of their learning are also good. Children are introduced well to school routines, and the warm way in which they are greeted by the teacher and her assistant each morning, helps to make them feel valued and welcomed. All adults use praise effectively to encourage the children. As a result, children are well motivated and keen to explore and investigate their environment. The teacher has high expectations of children's achievement and personal development and, therefore, they soon become independent and take responsibility for themselves. For example, most hang up their coats, get changed for physical education lessons, and undertake some free choice activities without the need for close supervision. Children willingly help to tidy up the classroom after lessons. One boy was heard to complain, 'I wasn't given a clearing up job to do!' Others are keen to be picked to take the attendance register to the neighbouring class. The opportunity provided as children sit in a circle and talk about things that interest or concern them promotes their personal and emotional development well. The convention of speaking when they hold the class shell helps them to understand the importance of taking turns and of listening sensitively to others' opinions. The teacher constantly reminds the children about the appropriateness of their actions and the impact that it has on others.

Communication, language and literacy

67. The good teaching in this area of learning enables most children to make good progress and achieve well. The teacher organises several regular opportunities for children to develop their speaking and listening skills. The importance of this area of learning is emphasised from the beginning of each morning. While answering their names in the attendance register, children are encouraged to make a short statement about something they have done. Evidence from their circle time activity observed during the inspection, where they were being encouraged to make comments about what they liked most about their school and the local area, indicated that children's ability to share their ideas and

feelings and to construct logical comments was developed well. Children enjoy listening to stories and many of them were able to read together the class story of the Polar Bear. Children's understanding of the sounds of letters and the way that combinations are built up in words is very good for their age. The teaching of this element of their basic skills is very good. The result of this is that most children are beginning to read important key words, and several are confident and expressive readers. These children talk willingly about events and characters in books they have read and their reading diaries indicate that a good number of books have been read. Several children are working well within National Curriculum levels in this area of their learning. More able children write simple sentences recording their news, using some capital letters and full stops and most other children write their own names and some simple, regular words. The teacher organises a modified National Literacy Strategy approach with her class which is appropriate for the age and development of the children.

Mathematical development

68. This area is also taught well, and in the Reception year, most children are on course to exceed the Early Learning Goals for mathematics. Through their practical work, children are able to identify the longest and shortest in a group, and to use a mathematical balance to show objects which are heavier and lighter than others. During a successful lesson observed during the inspection, children made good gains in their understanding and appreciation of the passing of time. During the introduction to the lesson, the children were encouraged to explore their knowledge of words, such as afternoon and evening, that were associated with time and talk about things that they did at certain times of the day. The activities which followed this introduction were carefully matched to the different levels of ability in the class. Average children were able to match activities to specific clock times whilst more able children's understanding of 'o' clock' and 'half past' times was extended well. Children have a good appreciation of numbers up to ten and find several combinations of numbers to make a total of ten. Other children count in twos to a hundred, and more able children appreciate halves and quarters and know that two is a half of four. Children are introduced well to the idea of data collection as they undertake a survey of traffic in School Lane, and display the results on a large block graph.

Knowledge and understanding of the world

69. In the Reception year, children's knowledge and understanding of the world are above that expected for their age. The quality of teaching and children's learning is good. The teacher carefully plans a curriculum which enables the children to develop a good understanding and appreciation of their own environment. This work cleverly brings together aspects of several other areas of learning. For example, as children learn about their homes and other buildings around the school, they consider carefully the materials which are used to construct them. They then make similar bricks patterns using paint and paper shapes; draw their own house on the computer and print the results; undertake a survey of the roads adjacent to the school noting traffic flow and the number of parked cars and draw graphs of the results. The importance of this work is emphasised well by the teacher as the children are encouraged to talk about what they like most about the local area and consider what they might do to improve the safety of the roads around the school. Other pupils demonstrate sound computer skills as they access a spelling program and use the computer mouse to make choices about the spelling of some simple words. Children's appreciation of the characteristics of different materials and their understanding of investigative techniques were developed well during the inspection as older children undertook an experiment to determine which ball would bounce the highest when dropped. In religious education, children are introduced appropriately to the Christmas events and some of the stories of Jesus, such as the story of the loaves and the fish.

Physical development

70. In the Reception year, most children's physical development is as expected for their age, and the quality of teaching and learning is satisfactory. Children have good opportunities for developing their hand co-ordination skills as they use building and construction equipment, and use rolling pins and shape moulds as they fashion modelling material. Other children use scissors confidently to cut out

their clock shapes and handle paint brushes with appropriate control and dexterity. During their physical education lessons, they understand the purpose of warming up and move around the hall sensibly being aware of their own space and that of others. In a lesson where they were practising movements to illustrate their Toy Shop story, they demonstrated good ability to follow instructions, to move expressively to different rhythms and to begin to evaluate what they had done. During some afternoon activity times, children are able to use a wider variety of small and larger equipment. Children fill differently sized containers with sand, and move toy cars around a play-mat street map. Other children have the opportunity of using some outdoor equipment. However, this is largely small scale, and the opportunities for using larger climbing and clambering equipment, and larger wheeled toys and vehicles are restricted by insufficient appropriate resources. This limits children's capacity to reach higher standards.

Creative development

71. The quality of teaching and learning in this area of development is good, and the standards most children achieve are above average. Children have good opportunities for experiencing a good range of materials in their work. In their free choice activity times, they copy and colour pictures of plants and vehicles using pencil crayons and felt-tip pens showing a good appreciation of scale and with accuracy. The teacher ensures that children's skills in art are developed well. This was seen in a very good lesson observed during the inspection when the class was discussing a visit they had made to a nearby building and then drawing or painting their representations of it. The teacher introduced the lesson very effectively which gained children's interest and they were encouraged very well to observe carefully and to try different techniques. The children worked confidently and skilfully as they drew accurate outlines of the building and coloured them in realistically, while others used paints to paint realistic representations of the building. As a result of the good attention to detail and the support provided by the class teacher and her assistant, children made very good progress in their creative abilities during this activity. Other pupils use dressing-up clothes and their imaginations as they use the 'Church Lane Café' in the role play area. However, this area is dull and unimaginative. All children in the Reception class join other pupils in the school for assemblies and, when they can, sing along with them.

ENGLISH

72. In Years 2 and 6, most pupils achieve standards that are below average. This represents an improvement from the results of the 2001 national tests for seven and eleven years olds when pupils' achievement was well below average but represents a fall since the last inspection when standards were average at both key stages. The results of the tests for seven-year-olds in 2001 indicated that standards were well below average in reading and writing when compared with all schools and among the lowest five per cent nationally in reading when compared with similar schools. Results of the eleven-year-old tests showed that standards were well below those expected in all and similar schools. Trends since 1998 show that the proportion of pupils reaching average standards in reading and writing by the age of seven was well above average in 1998 and 1999. In 2000 standards were above average in reading and average in writing, with a significant fall in both reading and writing in 2001. The proportion of pupils reaching average standards by the age of 11, over the past four years, has also fluctuated. Standards were below average in 1998 and improved steadily over the next two years to reach well above average standards in 2000 with a significant fall in 2001. The school set challenging targets for pupils to reach by the age of 11 in 2001 and 2002 which it was not able to achieve.

73. Pupils enter the school with broadly average standards in all areas of English. The achievement of pupils across the school has been affected by several important factors. The achievement of the current group of pupils in Year 2 has been adversely affected by staffing turbulence in their early years at school and the impact of more recent splitting of year groups to create a further class. The attainment profile of the current group of pupils in Year 6 has changed significantly since their entry to the school. The number of pupils has doubled and a significant proportion of pupils who have joined the

school between Years 3 to 6 are on the register of special educational needs. The school's assessment data indicate that pupils achieve satisfactorily throughout the school. A similar judgement was made in the previous inspection. Pupils with special educational needs achieve well through the school because they are well supported by their teachers and learning support assistants. They take part in lesson discussions and activities confidently because they know their opinions and ideas are respected and valued. During the time of the inspection, no significant differences were observed between the attainment of girls and boys.

74. Across the school, standards of listening are good. Pupils listen with good attention to their teacher and to each other's responses. However, standards of speaking by the age of seven are below average. Although pupils are confident in their classes and are interested in responding to their teachers' questions, many pupils, mainly girls, respond very quietly and their voices are barely audible to the rest of the class. Pupils' responses are usually relevant but they are often brief and require the teachers' supportive questioning to help them develop their ideas further. In Year 6, standards of speaking are average and pupils make relevant and often detailed answers to questions. In group discussions, they show they can contribute their own ideas and opinions thoughtfully and give clear reasons for their responses. Many pupils have a lively confidence, which enables them to share their own ideas with an appropriate regard for the contributions of others. There were no opportunities during the time of the inspection to observe pupils speaking to wider audiences but teachers' planning and pupils' own accounts indicate that more formal debates and discussions are appropriately included in pupils' experiences. Year 6 pupils recounted a good example of a structured debate when they talked clearly and enthusiastically about their discussion on the subject of the Bexhill by-pass. The range of pupils' vocabulary is generally around the everyday and familiar range and only a few pupils use a wide ranging and complex vocabulary. The school recognises the need to develop a more structured programme to improve pupils' speaking skills and the range of their vocabulary.

75. Standards of reading are below average by the age of seven and average by the age of 11. Although the proportion of pupils who reach average standards in their reading in Year 2 is similar to that found nationally, the proportion of pupils who reach higher standards is lower than the national average. In Year 2, pupils handle books confidently and most talk in simple detail about the books they are reading. Higher attaining pupils are competent readers who are developing a secure sight vocabulary but they are often reading books which do not provide them with the appropriate level of challenge or interest. Most pupils understand how to break down unfamiliar words to help them in their reading but some lack confidence in running sounds together to reconstruct words and need support in this activity. Most pupils read regularly both at home and at school. However, only a few above average pupils read a wide range of books outside those provided by the school or talk about authors whose books they have enjoyed. By the age of 11, more able and average pupils read their books fluently and confidently. A good number of these pupils are able to recall and discuss details of books they have read and to give reasons why they enjoy the work of a particular author. Most read books which are appropriate to their age and ability but few read books of any complexity or significant length. Below average pupils read generally accurately but sometimes hesitantly. These pupils depend on the school's range of reading and, whilst they are able to recall elements of the book they are currently reading, are not able to discuss their preferences in any detail. Pupils have regular opportunities to use the school library but only a few pupils in Year 6 are able to use the library systems confidently to locate non-fiction books.

76. Standards in writing are below average by the age of seven and well below average by the age of eleven. The school recognises the development of pupils' writing skills in Years 3 to 6 as a priority. In Year 2, pupils write for a generally appropriate range of purposes including items of news; retelling simple stories they have read; creating narratives around a picture story and writing instructions on how to look after a pet. They also write information on animals they have researched, simple letters, including some formal letter writing, and shape poems. Pupils of above average ability write simple sentences, which communicate meaning clearly. A few of these pupils are beginning to introduce more

complex structures into their writing and to include some descriptive language into their story writing. However, this is not a secure element in their work. Most familiar words are spelt accurately but more complex vocabulary recognises phonic elements rather than accurate use of spelling patterns. They use a basic range of punctuation including question marks but full stops and capital letters are not used consistently or accurately. Average pupils are clearly aware of how sentences can be formed but they do not use a sufficiently wide range of connecting words. Sentences are usually simple statements. These pupils understand how to demarcate sentences but they do not use simple punctuation regularly and accurately. Simple words are usually spelt accurately. Lower attaining pupils sometimes convey meaning in their writing and understand that writing is organised into sentences. Some simple words are spelt correctly and sometimes sentences are completed with a full stop. Most pupils form their letters clearly and some above average and average pupils are joining their letters neatly and carefully.

77. In Year 6, pupils' writing includes all the appropriate elements such as playscripts, autobiography, report writing, retelling of well known tales, personal writing about summer holidays, writing in the adventure genre, narrative and formal letter writing. The range of writing, which includes more formal and complex styles and structures, is more limited. Above average pupils write fluently and confidently in the more informal styles with a good level of accuracy. More formal discursive writing is more limited in the development of ideas but uses some elements of formal expression correctly. These pupils are beginning to use paragraphs consistently in their writing. The range of vocabulary is appropriate to the task but does not have a wide range or create sharp interest or vitality. Average pupils generally write fluently in the more informal narrative writing but there is some variation in the correct use of tenses and punctuation. Whilst ideas are generally relevant they often have a limited development and vocabulary. Some formal letter writing includes appropriate formal phrases but these are not secure in unaided work. Lower attaining pupils often write with a lively pace but levels of accuracy are very variable, particularly in spelling. Most pupils use a neat joined fluent style of writing and take care with the presentation of their work.

78. Throughout the school, standards in literacy are below average but the development of literacy across the school is generally satisfactory. Pupils have some opportunities to develop their skills in narrative writing across the curriculum. For example, in religious education, pupils retell some of Jesus' parables and some of the stories from the Old Testament. They develop their information retrieval and research skills in individual projects in science and use notes and annotated diagrams in their work on electrical circuits. Younger pupils in Year 2 write informatively in their work in geography describing Japanese houses and older pupils develop their discursive skills in debating the benefits and drawbacks of the proposed Bexhill by-pass. In Year 1, pupils make good links with their art work in their drawings to illustrate their stories about Edward Lear's 'The Owl and the Pussycat'. However, there are missed opportunities for older pupils to record their responses to art and music and thereby to extend their range of descriptive and evaluative vocabulary.

79. The quality of teaching and learning is satisfactory in Years 1 to 2 and Years 3 to 6. Good teaching was seen in during the inspection. Similar standards of teaching were observed in the school's previous inspection but as there was no unsatisfactory teaching in this inspection this represents an improvement overall. In all classes, there are good harmonious relationships between teachers and teaching assistants working in the classroom and between pupils and adults in the classroom. All pupils are well included in activities. This helps pupils to contribute confidently, to be positive about their work and to be prepared to do their best. Teachers plan and evaluate their lessons carefully with an appropriate regard for the elements of the Literacy Strategy. In the best teaching, there is a well organised range of activities which provides challenge for all levels of ability.

80. A lesson in the mixed Year 2/3 class illustrated several features of good and very good teaching and its impact on pupils' learning. The teacher began the lesson with well-focused questions and answers to review the work done in the previous lesson on preparing the writing of a formal letter of complaint. This enabled her to ensure that pupils had understood the work appropriately and to

reinforce effectively the main learning points of the previous lesson. The teacher had a good range of strategies to help pupils develop their ideas for the content of the letter which included working together in pairs for brief sessions to discuss one particular sentence or idea. Pupils were well accustomed to this approach and used the time well to clarify and extend their thinking. Teaching assistants worked effectively with pupils they supported ensuring that they had understood and encouraging them to make their own contributions. The teacher's explanations and guidance provided a good level of challenge for all levels of ability through her encouragement for them to use some formal expressions and organisation in their writing. These were well supported by careful modelling on the blackboard. By the time pupils came to write their own letter, a clear and well structured framework had been set in place and pupils were able to make a good start with their own work. By the end of the lesson, as a result of close support and careful guidance from teachers and teaching assistants, all pupils had developed their understanding well. The evidence was seen in an effective plenary which encouraged pupils to look at each other's work and to make simple checks for accuracy and organisation.

81. Shortcomings in teaching are mainly concerned with the level of challenge in group activities for above average pupils. In a Year 2 lesson with some otherwise very good aspects, the group work for more able pupils was comfortably within their reach and, as a result, they finished quickly and were not able to make the most productive use of their time. Group targets for literacy are not sufficiently sharply used to identify the next stages in pupils' learning. They are currently vague and as such do not provide the precise focus needed to help improve pupils' rate of progress. Although, in the best practice, teachers mark pupils' work with supportive and encouraging comments and explain how they can improve work clearly, this good practice is not consistently evident in all classes. Some pupils across the year groups do not always speak audibly and their contributions are, therefore, weakened when teachers do not actively encourage them to speak so that the whole class can hear.

82. The subject is led well by a knowledgeable co-ordinator who is an effective teacher and one who has a clear view of the further development of the subject. Through careful analysis of the results of national tests, she has established relevant priorities and programmes to develop pupils' skills in handwriting and spelling. She has very thorough monitoring procedures for supporting teachers' evaluation of their planning. She has also monitored teaching and pupils' work and is completing a portfolio of pupils' work throughout the school to help support new teachers and provide guidance for future expectations. The curriculum is enhanced through supportive programmes such as the Additional Literacy and Early Literacy Support which are effective in helping pupils develop the foundations of their literacy. The school is aware of the need to develop further guidelines for the development of pupils' speaking and listening skills. Planning follows the nationally recommended format. Assessment procedures are good. The use of assessment data to ensure that pupils achieve well is satisfactory. There is a suitable range of standardised tests which is beginning to be used to track pupils' progress. The school is developing the good practice of tracking pupils' progress in writing through regular pieces of unaided writing which are assessed according to National Curriculum criteria. This is developing into a useful record of pupils' progress through the school and a good base for teachers to establish the next stages in pupils' learning. Currently, the school makes insufficient use of the information provided by the assessment on entry to the school programme to establish challenging expectations for the rate at which pupils progress in the subject. Information and communication supports work done in the subject satisfactorily.

83. Resources are satisfactory overall. Whilst they meet the needs of the curriculum, some of the reading material for younger pupils and for lower attaining pupils throughout the school is not sufficiently attractive and interesting for pupils to read. The school's library is a pleasant area in a useful central position in the school. However, although pupils regularly change their fiction books in the library, their knowledge of how to use the library to find out their own information is too variable and many of the books in the library are old and in need of refurbishing. The curriculum is enhanced by events such as Book Week where pupils are given exciting and interesting opportunities to work with

visiting authors and storytellers and a good number of visits from theatre companies. The subject makes a good contribution to pupils' social, moral and cultural development through its discussion of characters and situations in the books they are reading and a satisfactory contribution to pupils' spiritual development.

MATHEMATICS

84. Pupils in Years 2 and 6 attain average standards in numeracy and all other areas of mathematics. These findings are similar to those of the last inspection but indicate a significant improvement on the test results for 2001. The current judgements are for two different groups of pupils but improvements have been secured mainly as a result of several initiatives instigated by the new co-ordinator for the subject which are improving the standards achieved across the school. These include a revision of the planning for the National Numeracy Strategy and the more rigorous monitoring of teachers' planning and its match to the Strategy. Better analysis of the results, and the tracking system have had a beneficial effect, and standards are now reaching an average level from a very low position. Across the school, all pupils achieve satisfactorily; those with special educational needs achieve well. Teachers and their assistants support pupils who have special educational needs well. Since the last set of result in 2001, the capacity to succeed is clear, and there are good indications that the subject is improving and is now well on the way to regain its former high standards. The school is on course to meet its challenging targets for 2002.

85. Across the school, pupils achieve satisfactorily in all elements of the subject. In Years 1 and 2, pupils solve problems based on shopping, successfully give change and are confident about which coins to use. They add and subtract, find missing numbers in a sequence, and work on fractions including a half and a quarter. They are learning to tell the time and recognise o'clock, half past, and both quarter to and quarter past. They measure each other, such as round the neck and along arms, using centimetres, and recognise two-dimensional shapes such as triangles and rectangles. In Years 3 to 6, teachers provide good opportunities for pupils to use and apply what they know. For example, in Year 4, pupils 'shop' and give change and pupils in Years 5 and 6 have taken a survey of nicknames and produced bar charts and graphs of their findings. These pupils also work at a good level with fractions and percentages and with two and three-dimensional shapes, such as a trapezium, a kite or a triangular prism. The co-ordinator's involvement in improving the practices in mathematics is having a positive impact on standards. However, these initiatives are still in their early stages, and in spite of the improvements, there is still an insufficiently sharp focus to extend the more able pupils across the school. Most pupils make satisfactory progress, but some are capable of achieving higher levels.

86. Across the school, teachers are confident with the National Numeracy Strategy and they apply it well. They demonstrate good management of the whole class and groups. Support assistants and teachers share the planning well and there is very good liaison between them in preparation for the lessons. Pupils who need extra help are well supported by a good team of teaching assistants. They are active with their pupils when the whole class works together, as well as helping on a more individual level in the group work. Teachers and assistants encourage pupils to show how they work their mathematical problems out, and all pupils know what is expected of them because the learning objectives are shared well at the outset.

87. The quality of teaching and learning in Years 1 and 2 is good. Teachers plan the topics of the National Numeracy Strategy well and lessons are well structured. Teachers use the mental starter session at the beginning of lessons effectively. For example, in a good Year 2 numeracy lesson the teacher led brisk work on doubles and halves, with quick fire questions that set the tone well for later work. Lessons to pupils in Years 1 and 2 illustrated several other features of effective teaching. In Year 2, after a very lively starter session, where pupils counted forwards and backwards to 'beat the clock', they were then sent to their groups to work on subtraction using number lines. Immediately, they used their counting backwards and forwards skills and found subtraction correspondingly easy. In a Year 1 lesson, pupils were using a programmable toy, concentrating on understanding forwards,

backwards, left and right. Some other pupils did this part of this work by walking on numbered carpet tiles to the teacher's directions. Then they applied, on paper, what they had learned, by moving counters along numbered scales, horizontally and vertically, after throwing dice.

88. The quality of teaching and learning in Years 3 to 6 is good, with some very good features. Teachers plan well and pupils of all levels of ability are set work to extend their learning. Initial mental mathematics sessions move along briskly with pupils being asked questions by name, to involve as many as possible. In a good Year 6 lesson, the teacher was asking rapid questions about decimals and pupils had to think quickly to find the answer. For example, they knew that 0.001 is one thousandth, and could easily convert 0.005 and other examples. The teacher was skilful at involving pupils, and used some of their 'tips' for making working out easier. For example, one pupil suggested that they forgot the decimal point at first to get an overall idea about the answer. Pupils in one group know what 'ascending' and 'descending' mean and the mathematical symbols that accompany them.

89. The subject is very well led by the co-ordinator who made a positive impact on the standards achieved and the overall practice of mathematics in the school. She has asked the right questions about how to improve standards and set about implementing her findings. She provides a good example through her own class teaching. The assessment of pupils' work and the analysis of data are now used well to identify areas for development and to support teachers. Teachers meet together to agree on levels and practice, and there is good communication about mathematics which supports the improvement in standards well. Pupils use their mathematical skills well across the curriculum. For example, in science, they use a range of measurements in their investigations, there are time lines in history, and measuring and estimating skills are used effectively in design and technology. However, the use of information and communication technology is insufficient, and pupils do not have enough time working with computers in mathematics.

SCIENCE

90. The findings of the inspection are that standards are below average in Year 2 and average in Year 6. This is similar to the school's own assessments for Year 2 and the most recent assessments for pupils' attainment in the forthcoming tests for eleven-year-olds. This represents significant improvement in both year groups since 2001 when standards attained were well below average. Improvement has been made, particularly in Years 3 to 6, as a result of the improved tracking and monitoring procedures which have been adopted. At the last inspection, standards were judged to have been average across the school. The drop in standards in Year 2 and the main weakness in provision is that topics there are not taught to a sufficient depth for average standards to be achieved. Pupils achieve satisfactorily in Years 3 to 6, but progress in Years 1 and 2 is unsatisfactory. No differences in the achievement of boys and girls were seen during the inspection. Pupils with special educational needs achieve similar standards to their peers.

91. In Years 1 and 2, pupils investigate how far cars travel over different surfaces and sort animals and materials into groups according to different characteristics. However, the topic approach which is followed does not ensure that all elements of the subject are satisfactorily addressed. For example, pupils' work of life processes has not made sufficient reference to aspects such as human senses, the features of green plants and the life processes of animals and plants in the local environment. Pupils undertake some investigations and are beginning to develop a procedure for undertaking and recording their experiments. However, opportunities to promote the investigative approach across the subject are not sufficiently applied and topics are not taught systematically or in sufficient depth. In Years 3 to 6, pupils achieve a satisfactory understanding of all elements of the subject. They undertake interesting investigations, for example, as they are challenged to make dirty water clean by using the processes of evaporation and filtration. Their work on the circulation of blood and the processes of pollination and photosynthesis gives them a sound understanding of life processes. Pupils' understanding of physical processes is less secure.

92. The quality of teaching and learning in Years 3 to 6 is satisfactory. However, in Years 1 and 2 it is unsatisfactory. At the last inspection, teaching was satisfactory at both key stages. Across the school, teachers' daily lesson planning is detailed and clear. It shows the learning intended in each lesson. This is an improvement since the last inspection when it was reported that learning objectives were not made sufficiently clear. However, there are weaknesses in teachers' termly planning. In Years 3 to 6, teachers manage pupils well, they introduce and reinforce specific vocabulary and, in some lessons, pupils are given shorter, timed activities to complete. These strengths motivate pupils, help them to understand what is expected of them and so improves their learning. The quality of teaching in the lessons seen in Years 1 and 2 during the inspection ranged from satisfactory to very good. In a very good lesson, where pupils were investigating changing materials as they observed ice-balloons as they melted, the teacher organised resources very well and fully involved the pupils in their work. Activities were introduced clearly and good links with mathematics were established as pupils used a variety of measuring and recording skills. However, the impact of the teaching is unsatisfactory. There are gaps in pupils' knowledge and understanding where topics have not been sufficiently developed and teachers are not sufficiently aware of how to extend the achievement of more able pupils.

93. The subject is managed satisfactorily by a co-ordinator who has revised the policy and curriculum in the light of the Curriculum 2000. Planning is based on the nationally recommended scheme of work. Appropriate attention was being given during the time of the inspection to preparing the Year 6 pupils for the forthcoming national tests. Assessments are carried out at the end of most taught units of work and teachers keep records of the progress pupils make according to National Curriculum criteria. Teachers make useful evaluations of the strengths and the weaknesses of the units of work that they teach. The co-ordinator has collected a portfolio of examples of pupils' work representing each element of the subject, but this has not been matched to National Curriculum levels. The co-ordinator has also usefully analysed the results of recent national tests for Year 6 in order to provide clearer information about relative strengths and weaknesses in pupils' understanding. Monitoring procedures are sound. However, information and communication technology skills are not used sufficiently in this subject and, sometimes, pupils' writing and recording skills are limited by the overuse of photocopyable worksheets. Interest in the subject is promoted well through the whole school Science Week, when all classes undertake particular scientific work. Recently, older pupils visited the Herstmonceaux science centre and younger pupils visited the local environmental centre.

ART AND DESIGN

94. In Years 2 and 6, pupils attain average standards. This judgement is similar to the one made in the school's previous inspection. During this inspection, it was only possible to observe lessons in a Year 4/5 class and in a Year 2/3 class. Judgements are based on an analysis of pupils' work and teachers' planning throughout the school and the lessons seen. Pupils, including those with special educational needs achieve satisfactorily in this subject.

95. In Years 1 and 2, younger pupils begin to explore patterns as they make a series of rubbings from natural materials and create their own patterns using sponge printing. This is developed further in Year 2 when pupils explore a range of patterns and colours in their leaf printing and their rubbings and paintings of the patterns on bark and stone. They create observational line drawings of the shapes of trees and flowers with an appropriate awareness of form and colour. A strength in the provision is the way in which art skills are used to support work done in other areas of the curriculum. For example, pupils in Year 2 link their research about owls in literacy as they make paper sculpture models of the feathery shapes of owls and use their research to copy the patterns made by the feathers. A minor weakness is that opportunities to make choices about materials and colours are sometimes not sufficiently provided. Overall, pupils attain satisfactory standards in drawing, painting and printing but their work shows limited individual flair or imagination.

96. In Years 3 to 6, pupils experience a suitable range of materials and media. They are given some appropriate opportunities to develop their observational drawing. For example, Year 5/6 pupils make an

effective use of photographs and an assortment of interesting objects to create some well observed and detailed drawing of objects such as a model steam engine, a jar of seed heads and a row of containers. In their three-dimensional work, pupils' standards are higher and, in their latest work in clay, pupils show they are able to design and create an interesting range of container shapes which involve some skilful manipulation to create handles, lids, and decorations to enhance their work. In an effective link with their work in design and technology, pupils explore through drawing and sketching different designs of hats and their purpose and effect in both fashion and everyday use.

97. Overall, the quality of teaching and learning is satisfactory. Judgements about the quality of teaching have been made largely from a scrutiny of pupils' past work. This indicates that teachers ensure that pupils have opportunities to use and develop an appropriate range of tools and techniques. Pupils explore colour and shape in their still life drawings in pastel and paint and some show an ability to consider how different shapes interact together and use an effective and interesting combination of colour. In Year 6, pupils build on previous work to experiment with still life drawings in pastel, crayon and paint and some higher attaining pupils use a range of marks and techniques to give their drawings depth and detail. A lesson to pupils in the Year 2/3 class where pupils visited the local church and recorded the shapes and patterns they had observed, illustrated several features of good teaching. Their teacher's careful guidance encouraged them to observe closely and, as a result, some higher attaining pupils produced line drawings of windows and embroidery patterns which showed a good awareness of proportion and the shapes in their drawings.

98. The deputy headteacher is managing the subject temporarily and she has a clear and secure understanding of her role. Planning follows the nationally recommended scheme of work and the school is currently completing a two-year trial of these units of work. Teachers' evaluations and the co-ordinator's monitoring have identified the need to ensure that the curriculum time allocation and subject management meet the needs of all pupils and provides a clearer and more regular development of their skills. Some classes use sketch books to support pupils' sketching and preparatory drawings but their use is not consistent in all areas of pupils' work. The school has recognised the need to develop both teachers' confidence and pupils' experiences in their use. Assessment in the subject follows the whole school policy of assessment through teachers' evaluation and provides useful guidance for the further development of the subject curriculum. Information and communication technology skills support work in the subject satisfactorily. Opportunities in the subject are enhanced through events such as the Arts and Caribbean Weeks where artists have worked with pupils on projects such as mask making, screen printing and batik. Weekly clubs in textiles and art provide good additional opportunities to develop pupils' skills and interests. The school's successful participation in Arts Projects for Schools has led to the raising of sufficient funds to organise a continuation of the successful Arts Week activities. Resources in the subject are satisfactory and the school is continuing to develop the range of resources to match the needs of the new units of work. The subject makes a good contribution to pupils' social and cultural development and a satisfactory contribution to pupils' spiritual and moral development.

DESIGN AND TECHNOLOGY

99. Pupils in Years 2 and 6 attain average standards and achieve satisfactorily. This was also the judgement of the previous inspection. Pupils with special educational needs attain standards that are the same as those reached by their peers. Because it was possible to see only one lesson of design and technology during the inspection, judgements are based on the displays of pupils' work round the school, discussions, and the scrutiny of planning for the subject.

100. Across the school, pupils are introduced to an appropriate range of tools, techniques and designing opportunities. For example, Year 1 has made moving pictures, whilst Year 2 has produced some good marionettes. They used string for the limbs, and include control bars for manipulating the puppets. They are finished well, using coloured wool for the hair and wooden disks for the feet. Pupils in Year 2/3 have made a technicolour coat similar to Joseph's, whilst Year 4/5 have designed pop-up

cards and later, some clay pots. In Year 5, pupils have made some good, well decorated Greek vases in papier-mâché. This linked well with work on Ancient Greece in history. The 5/6 class has some photographs of shelters they made in conjunction with the local electricity supply organisation.

101. Across the school, the quality of teaching and learning is satisfactory, with some good features. In the one lesson seen, pupils were given good opportunities to evaluate the simple wheeled vehicles that they had made. They discussed the length of the axles, whether the axle needed lowering, and the size and type of the wheels. This good evaluation set them up well for the next part of their work, which is to design and make a winding toy. Several ideas were suggested, such as a well, with a bucket to be raised or lowered. Another suggestion was a spider, moving up and down from a web. Pupils were given the chance to exercise their own independence by selecting materials. They used a range of fixings such as tape or glue, and the teacher had prepared a standard planning sheet, so that pupils could identify the objectives, tools, materials and methods. Pupils then sketched their design ideas, and through some skilful questioning from the teacher, they were able to modify their designs well. These pupils did some good work when they were studying Ancient Egypt in history as they designed and made a 'shaduf', to lift water for irrigation. This very good work enabled a good link between history and design and technology. A similar link has been made in Class 4, in science, when they made models that light up. There is a very good model of a military tank, with a torch where the gun is usually placed. In this way, they are learning more about design and how to finish the model.

102. Planning in the subject follows the nationally recommended scheme and this allows for the development of skills, and the use of materials and evaluation of their own work. The overall time allocation for the subject is satisfactory but there are some significant periods of time when the subject is not being taught. However, teachers sometimes take a block of time to cover a particular project. The school is in the process of further refining the adopted scheme of work. Although there are good links with some other subjects, opportunities to enhance the allocation of time for design and technology are missed. For example, models of a mosque, or a Jewish mezuzah are not incorporated with work in religious education. Opportunities to use information and communication technology in this subject are not sufficiently developed.

GEOGRAPHY

103. In Years 2 and 6, pupils attain average standards and achieve satisfactorily. This judgement is similar to the one made in the school's previous inspection. In this inspection, it was only possible to observe the teaching of geography in a Year 4/5 class. Judgements are, therefore, based on the lesson seen, analysis of pupils' work throughout the school, discussions with pupils and teachers and on the school's planning. Pupils with special educational needs reach good standards according to their abilities. The good support they receive from their teachers and teaching assistants enable them to do this. There are no differences between the attainment of boys and girls.

104. In Years 1 and 2, pupils plot a variety of routes around the school and make simple plans to identify key features. They have extended this work to include a route around the village identifying key features and buildings. Pupils have an appropriate awareness of different places in the world, identifying where news events have taken place on a world map. They plan their holiday routes on a map of the world and follow the well travelled progress of 'Charlie' the bear. In Years 3 to 6, pupils build well on their previous mapping skills. Older pupils use a local Ordnance Survey map to identify key features, plot a route and locate points on the map using four figure co-ordinates. Younger pupils compare features on an aerial photograph and compare them with how these features are recorded on a map before making their own plans of a village settlement. Using a range of photographic evidence and maps, they explore features of an area in the Peak district and contrast it with their own area.

105. The quality of teaching and learning across the school is satisfactory. Across the school, teachers ensure that topics are introduced that interest and challenge the pupils. For example, work on aspects of the local weather in Year 2 was developed very well. Pupils had kept regular observations

of temperatures and rainfall recording their findings in a variety of charts and graphs. Their work was praised by one of the BBC weather presenters who visited the school to film their weather monitoring activities. Through their exploration of Katie Morag's island, younger pupils develop their understanding of how life on an island is different from their own. Pupils in Years 3 to 6 are introduced to more complex geographical issues and, where possible, this is linked to real life. For example, an environmental project with Year 6 concerned the impact the construction of the Bexhill by-pass might have on the locality. They considered issues such as how the new road might benefit people who have to use busy roads on a regular basis but also how people's homes and livelihoods could also be jeopardised by such developments. In their residential visit to Wales older pupils follow trails on a map and develop their use of the points of a compass in orienteering exercises.

106. The subject is managed well by a co-ordinator who has a secure understanding of her role. She has monitored teachers' planning and has identified some important priorities for the further development of the subject. Planning follows the scheme of work recommended nationally. The school is completing a two-year trial of these units. There is some imbalance between the curricular time allocated to the subject in different year groups. For example, older pupils have almost a year between their two identified periods of study. This adversely affects the rate at which they are able to consolidate their skills and understanding, particularly for the pupils in mixed age classes. A further curricular weakness is that the focus on some aspects of the curriculum, such as the study of locations outside the United Kingdom, is insufficiently evident in pupils' work. Assessment in the subject follows the whole school procedure for judgements on pupils' performance to be made through teachers' evaluation of their planning against the learning objectives. This provides useful information to help teachers plan the next stages of pupils' learning but does not always provide a clear view of individual pupils' level of attainment. Although resources are adequate for the needs of the curriculum, the co-ordinator has identified the need to ensure that resources for some new units of work are improved. The curriculum is appropriately enhanced by class visits, such as Year 1 and 2 pupils' visit to Bexhill Beach to study the seaside environment, and older pupils' visit to a residential centre in Wales. The interesting link that pupils in Year 2 established with the local BBC weather unit provided very good links with information and communication technology skills and an important insight into the world of telecommunications. The subject makes an appropriate contribution to pupils' spiritual, moral, social and cultural development.

HISTORY

107. In Year 2, pupils achieve average standards but in Year 6 they attain above average standards. The school has maintained the standards achieved in Year 2 since the last inspection but standards in Year 6 have improved. This is a result of the improved teaching in the subject. Pupils in Year 2 make satisfactory progress, but good progress is made in Years 3 to 6. Pupils who have special educational needs make progress which is similar to their peers.

108. Pupils in Years 1 and 2, gain a sound understanding of the features of the topic they are studying. For example, they have worked on the story of Florence Nightingale, and know why she went to the Crimea and some of the conditions that she experienced. In their work on the Great Fire of London, they looked at firsthand experience through Samuel Pepys' diary. They know where the fire started, the main events, and why it spread. Year 2 pupils have produced some good work about Ancient Egypt, including maps, landmarks, temples, and buildings. They know something of Egyptian gods such as Horus and Osiris. Pupils in Year 4/5 have studied World War 2 and learnt about evacuation, the blitz, rationing, and events affecting their own area. A local visitor came to talk to them about her experiences during the war, and they went to see the old tank traps locally. Good links were made with English as they read 'Carrie's War' as a class novel. In their topic about Ancient Greece, pupils in Year 5 and 6 wrote about gods, stories, theatres and Greek words and language. They copied the alphabet in Greek and translated their names into the characters. They know that Greek provided many of our modern English vocabulary such as polygon, millimetre and photography.

109. The quality of teaching and learning is good at both stages. This represents good improvement since the last inspection when teaching was satisfactory across the school. A significant strength in teaching across the school is the way in which teachers give pupils the chance to use both primary and secondary information sources. For example, in Year 2 they are working on holidays 'then and now'. There is a good display in the classroom of old pictures from previous generations showing seaside holidays and pastimes. In the very good lesson seen, pupils were working on three columns of information. In one column, they put things that people used to do and enjoy on a trip to the beach. In the third column, they put things that they found in holiday brochures that people do now, and the middle column showed the things from the past that are common to both times. They know that swimming, sand castles and picnics are still enjoyed today. They behaved very well, and concentration was very good as they searched the holiday booklets for good pictures. Also within this project, pupils have asked their parents and grandparents about transport, travel, and holidays when they were young.

110. Pupils in Year 5/6, are currently studying the Victorian era, and in a very good lesson seen they went out round the village and found firsthand evidence of historical changes. They looked at such things as gravestones, the old yew tree in the churchyard, and the price that was given for one of the old windmills with its other properties when sold in Victorian times. The teacher had prepared very well and everyone had a clipboard with questions prepared that led them through some of the significant events, people and buildings of those days in the village. Pupils were very well behaved on the walk and showed great interest in all that they were doing. They shared information amongst themselves, and were very careful to show respect when they were moving about the graveyard. This opportunity of historical fieldwork enhanced the first hand quality of their learning.

111. The co-ordinator leads the subject well and monitors teaching and planning efficiently. Resources are good and enable good learning and attainment by the time pupils leave the school. Visits to local places of interest are made such as an open-air museum of buildings and everyday objects of former times. The co-ordinator has taken time to do further training, such as the use of inquiry skills. She collects samples of pupils' work and has time in staff meetings for history if it is needed. However, insufficient use is made of information and communication technology for history across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. In Years 2 and 6, pupils attain average standards and achieve satisfactorily. At the last inspection, standards achieved were above average across the school. Standards have fallen since then because the school's attention has been on reinforcing literacy and numeracy skills, and the school has not been able to keep up with the increasing need for investment in hardware and software for above average standards to have been maintained. Pupils with special educational needs attain similar standards to their peers.

113. Across the school, pupils are introduced satisfactorily to all elements of the subject. Pupils in Years 1 and 2 use word processing facilities to write their news and to consolidate their use of words as they imagine what different foods in their packed lunch boxes might say if challenged and write them on the computer. Older pupils use a database to record the number of cars parked near the school at different times throughout one day, and program a robotic toy to move and turn over a predetermined course. They write and send e-mails to their e-mail pen pals in places such as United States, Malaysia and New Zealand. In Years 3 to 6, pupils use a spreadsheet to work out and record the cost of various items in a sleepover and older pupils word process work on their history topic about the Egyptians. Other pupils use literacy and numeracy programs to reinforce their basic skills.

114. Across the school, the quality of teaching and pupils' learning is satisfactory. There were no clear overall judgements about the quality of teaching at the last inspection. The current judgements have been made following an analysis of pupils' work, discussion with pupils and observation of individuals and small groups using their class computers. No whole class teaching was observed during the inspection. An example of an activity where a teacher was instructing two Year 6 pupils to

introduce them to control technology illustrated both the strengths and the weaknesses of the school's approach. The teacher demonstrated very good subject knowledge as he introduced to the pupils the procedure to be adopted for lighting a sequence of lights on a large clown's face and to light a traffic lights display. Pupils were shown clearly what to do and the activities were progressively more difficult and challenging. During the activity, both pupils made very good progress in their understanding. The weakness was that it would take possibly three or four weeks for the same instruction to be given to each member of the class. This is an inefficient use of the teacher's time. Pupils' use of computer skills across the school indicated that they had been taught the necessary concepts and skills satisfactorily. During the inspection, some inventive and interesting applications of computer work were observed. For example, pupils in Year 2 were observing how ice-balloons changed as they melted, and the effective use of the digital camera enabled them to receive an immediate photographic record of their work. They were able to write some explanatory text, import the picture into their text and print an attractive completed piece of work.

115. Teachers are supported by useful subject documentation which the co-ordinator has produced. There is a clear policy statement and helpful advice for pupils' and teachers' use of the Internet. Planning follows the nationally recommended guidance. Management of the subject is satisfactory. The recently introduced assessment procedures, which record pupils' attainment and progress against National Curriculum criteria, are good. Across the school, there are examples of where information and communication technology skills are used well to support work being done in other curriculum areas. For example, regular e-mail communication with the local television weather centre resulted in a visit by the presenter and a valuable insight into the wider telecommunications world. However, the planned and systematic application of computer skills across the curriculum, for instance, in mathematics, science and religious education is not sufficiently developed. Resources are now satisfactory but the use of the small computer suite as a classroom during the current term has restricted pupils' access to computers. Staff training, which has also included teaching assistants has been effective and is due for completion at the end of the current term.

MUSIC

116. Standards are above average in Year 2 and average in Year 6. This is an improvement since the last inspection when standards were average in both Year 2 and Year 6. Judgements are based on the lessons seen, observations in both assemblies and additional practices, scrutiny of teachers' planning, pupils' work and discussions with teachers and pupils. Pupils across the school, but particularly in Years 1 and 2, have benefited from the school's use of teachers who have specialist knowledge. As a result most pupils achieve well in these classes. Pupils with special educational needs are well involved in lessons and achieve at the same rate as other pupils in their classes because they receive good support and encouragement from their teachers and teaching assistants. No differences were observed between the attainment of girls and boys.

117. In Years 1 and 2, pupils have appropriate opportunities to listen and to appreciate music such as 'Dawn' by Benjamin Britten when they match pictorial images to different parts of the music. By Year 2, pupils are given a good foundation in understanding some of the special vocabulary of musical notation, using words such as 'stave' and the use of simple percussion instruments such as metallophones and claves. In Years 3 to 6, pupils write simple hymns to familiar tunes, including choruses and repeating lines to emphasise meaning. However, although all elements of music are represented appropriately in the curriculum, opportunities for pupils to collaborate with each other and explore their own sounds and compositions are more limited.

118. The quality of teaching and learning is good at both key stages. Several features of good teaching were seen in a lesson to Year 5/6 pupils taken by the music co-ordinator. The lesson began purposefully with the class clapping regular and irregular rhythms, interchanging groups so that one group played the pulse and the other an ostinato rhythm. This encouraged good concentration and good listening. The teacher's confident subject knowledge enabled her to explain and to guide pupils in their

techniques for breathing and correct posture in their singing. In the 'warm up' session for singing, pupils showed they were able to follow their teacher's guidance and use the tonic sol-fa system for pitching their voices. As a result pupils sang together tunefully, maintaining their parts effectively when a small group of pupils sang the descant to an old Caribbean revivalist hymn 'We will all meet together'. The teacher managed a large group of pupils effectively and, through good organisation and a lively energy, enabled all pupils in the class to develop their performance skills well using the steel pans to play the hymn they had been singing. Pupils enjoyed their experiences and during the lesson developed their skills and confidence well. As a result of positive teaching in the subject, pupils enjoy music and appreciate the additional activities offered by the school.

119. The subject is well supported by the expertise, interest and enthusiasm of the co-ordinator. She provides good support for her colleagues. She maintains an appropriate overview of teaching, planning and pupils' attainment in the subject through both informal discussion and formal monitoring. There is a useful scheme of work for the subject which appropriately combines elements of the guidance provided by the Qualifications and Curriculum Authority and the curriculum development resources provided by the local authority. Assessment in the subject follows the whole school procedure by which teachers evaluate pupils' performance in line with the learning objectives of each lesson. This provides useful information for developing the curriculum and guidance to the teacher in planning but does not always give a clear picture of pupils' skills' development. A good number of pupils benefit from the teaching of specialist peripatetic teachers and learn to play such instruments as the keyboard, violin and the guitar. Pupils are given opportunities to take part in such events as the Area Recorder Festival, the Infant Music Festival and the Area Music Workshop. Pupils attend the lunch time recorder clubs and take part in musical productions such as the production of 'The Pied Piper' which is currently being prepared. Resources in the subject are satisfactory and meet the needs of the curriculum. There is a good range of untuned percussion and an appropriate number of tuned instruments and keyboards. The subject makes a good contribution to pupils' social development and a satisfactory contribution to pupils' spiritual, moral and cultural development. Information and communication technology is used satisfactorily in this subject.

PHYSICAL EDUCATION

120. In Year 2, pupils reach average standards and achieve satisfactorily. Because of the way in which the timetable was organised during the time of the inspection, it was not possible to observe a sufficient range of elements of the subject in Years 3 to 6 for an overall judgement about standards to be made. However, the school's own assessment records show that the swimming programme provided for Year 3 pupils in the summer term only, will not enable most pupils to reach average standards in this element of the subject by the time they leave school. Pupils with special educational needs attain similar standards to their peers. At the last inspection, standards were judged to have been average across the school.

121. In Years 1 and 2, pupils' main achievement is in the way that their throwing and catching skills are developed. Most demonstrated good control as they passed balls of different sizes to members of their team over increasing distances and speeds. Other pupils are beginning to evaluate the success of their own performance. There was insufficient evidence for a judgement to be made about the achievement of pupils in Years 3 to 6 except that progress in swimming is too slow.

122. The quality of teaching and learning in Years 1 and 2 is satisfactory. No clear overall judgement was made about the quality of teaching at the last inspection as the report stated that teaching was 'balanced between good and satisfactory'. An outdoor lesson to pupils in Year 2 illustrated several features of good and very good teaching and their impact on pupils' learning. The teachers' planning showed clearly the learning intended in the lesson, and the lesson began with an appropriate warm-up. The teacher explained what to do clearly and the pupils were told how to improve their catching and throwing skills. The class was stopped appropriately for reinforcement of skills, and the pupils were cleverly involved in deciding what they thought was difficult or easy about

the activities and how they could be made more challenging. The result was that pupils were involved well in their own learning, they were well motivated and keen to do well, and most made good gains in their throwing and catching skills as a result of the lesson. There was insufficient evidence in Years 3 to 6 for a judgement to be made about the quality of teaching and learning. The effectiveness of some lessons was limited by the uncoordinated withdrawal of some pupils from important activities.

123. The subject is managed satisfactorily. Planning follows national guidelines which are supplemented by commercial materials. A scrutiny of planning indicated that pupils are provided with an appropriately challenging curriculum which meets National Curriculum requirements, except in the provision of swimming. Teachers make informal assessments of pupils' achievements but more formal procedures are underdeveloped. Indoor and outdoor resources are satisfactory. At the last inspection, the school hall was judged to have been poor. The building extensions and improvements since, which have enabled the hall size to be increased, have meant that the hall is now satisfactory for the teaching of the subject. However, space is still limited, especially for older pupils, and the use of the hall for storing steel-pan musical equipment and other resources further reduces the space available and poses a health and safety risk. Interest in the subject is promoted well by a good number of extracurricular clubs. Clubs are organised for stoolball, netball, rounders, football and gymnastics. Good opportunities are provided for pupils to take part in competitive matches against other schools in football and netball. Other useful and interesting enhancements are the chance provided for pupils to enter the local schools' fun run, a skipping workshop organised by the co-ordinator and the school sports day.

RELIGIOUS EDUCATION

124. In Years 2 and 6, pupils' attainment meets the requirements of the locally Agreed Syllabus. These findings are broadly the same as with those of the last inspection. All pupils, including those who have special educational needs, make satisfactory progress. It was only possible to see two lessons of religious education. The findings of this inspection are drawn from those lessons, discussion with staff and pupils, planning documents and pupils' books.

125. In Years 1 and 2, older pupils talk about the call of some of the disciples, and know a good deal about the meaning and symbolism involved in the Christingle ceremony. From the Rector's visit to them, they recalled some of the things that clergy do, such as baptisms, read the Bible, and share bread and wine with the people. Some pupils remembered the stories about the birth and upbringing of Moses. Year 2 have studied a little about Hindu gods and Year 1 pupils have written Harvest prayers and have started to think about baptism, Christmas and Easter in Christianity.

126. During the discussion with Year 6 pupils, they remembered Bible stories such as Noah's ark and much of the detail such as the dove finding trees above the water. They know many of the details about the story of the rich man and Lazarus, and the meaning behind it. Likewise in the story of the Prodigal Son, they were able to give details and to demonstrate that they understood the meaning. Year 4/5 know some facts about Islam, such as the importance of Mecca, halal food, and they know that the Qur'an is the holy book.

127. The analysis of pupils' work and of teachers' planning indicate that teaching and learning are satisfactory with some good features. The quality of teaching and learning was good in both of the lessons observed during the inspection. In Year 2, pupils spent time discussing seeds, sowing and what the seeds needed in order to grow. The teacher drew them on to think about the need for warmth, rain, and nutrition from the soil. This led well into the parable of the Sower, which was the main focus of the lesson. By the time they heard the story, pupils already knew that the seeds would not grow if they were among stones, or in poor soil. This also led to a better and quicker understanding of the meaning behind the story, and pupils were quick to see the underlying points. For example, 'the seeds cannot move the stones out of the way,' said one. Another said that the 'prickles were too strong for

the seeds'. They shared the new vocabulary well, and, by the end of the lesson, they knew and understood the meanings behind the story, and were beginning to think about applying them in everyday lives.

128. In the single lesson seen in Year 5/6, pupils were working on the parable of the wise and foolish maidens. They heard the story and then they acted it for the class. The teacher had deliberately chosen less well-known stories in order to broaden pupils' experience. A good part of the lesson was the application of the meaning to their everyday lives. For example, 'You must be ready for whatever life throws at you,' said one pupil. Another commented, 'Don't let bullies know you are crying or afraid.' They moved on to positive thoughts about the good points to be found in everyone. Examples given were that one rides horses well, one draws and paints well. The discussion ended with the teacher pointing out how lucky we are to have warmth, food and education. The pupils' understanding and appreciation of some truths were developed well in this lesson.

129. Leadership in this subject are satisfactory. The schemes of work meet the broad requirements of the locally Agreed Syllabus but are not sufficiently developed. For example, Years 3, 4, and 5 all have the same plans for late in the autumn term, more especially for Christmas. This does not broaden pupils' understanding sufficiently as they move through the school. Interest in the subject is also enhanced in assemblies and through visits to the local church. The Rector makes regular visits to the school to talk to the pupils. Information and communication technology skills are not used sufficiently and monitoring and assessment procedures are insufficiently developed. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils learn about Christianity and have moments of reflection. They emphasise the Church foundation of the school as they write their own prayers.