

# INSPECTION REPORT

## **WADHURST C of E PRIMARY SCHOOL**

Sparrows Green

LEA area: East Sussex

Unique reference number: 114532

Headteacher: Mr Richard Marks

Reporting inspector: Mrs S Browning  
1510

Dates of inspection: 10–13 June 2002

Inspection number: 195251

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Sparrows Green Wadhurst East Sussex
Postcode:	TN5 6SR
Telephone number:	01892 783155
Fax number:	01892 783709
Appropriate authority:	The governing body
Name of chair of governors:	Mr C Fox
Date of previous inspection:	16 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1510	Sheila Browning	Registered inspector	Art and design	Standards of attainment and achievement. Teaching and learning. Leadership and management. School improvement and effectiveness.
			Music	
9958	Timothy Page	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? Partnership with parents.
25925	Elizabeth Pacey	Team inspector	Mathematics	How good the curricular and other opportunities offered to pupils are?
			Information and communication technology	
			Physical education	
			Religious education	
			Special educational needs	
12116	Christina Morgan	Team inspector	English	
			Geography	
			History	
			Equal opportunities	
23056	Teresa Manzi	Team inspector	Foundation Stage	
			English as an additional language	
			Science	
			Design and technology	

The inspection contractor was:

Open Book Inspections  
6 East Point  
High Street  
Seal  
Sevenoaks  
Kent

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Wadhurst Church of England Primary School, with 310 boys and girls aged 3+ to 11, is bigger in size than most other primary schools nationally. The school also has a nursery that takes a total of 41 pupils for either a morning or afternoon session each day. Many pupils come from the local area of Wadhurst and a large number come from neighbouring villages. The school roll has increased over the past five years. The full range of attainment is represented on entry to the school although the large majority are of average attainment. The percentage of pupils having special educational needs, 18.6 per cent, is broadly in line with the national average. The percentage of pupils with Statements of Special Educational Need, 2.5 per cent, is above the national average. The proportion of pupils eligible for free school meals, 4.9 per cent, is below the national average. There are few pupils from ethnic minority groups. The percentage of pupils speaking English as an additional language, 1.2 per cent, is low. The full range of socio-economic backgrounds is represented. The movement of pupils in and out of the school is high.

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

This is a good and improving school. The school gives a good education to its pupils. It benefits from good leadership that provides a clear educational direction, and a staff who are committed to school improvement. Standards have risen since the last inspection. Teaching and learning are good and the school provides a positive learning climate. The standard of behaviour is good. The school gives good value for money and its strengths far outweigh its weaknesses.

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

- Standards in English for pupils by the end of the juniors are above average. Standards in mathematics and music for pupils by the end of the infants and the juniors are above national averages and expectations.
- Overall teaching and learning are good.
- Leadership and management by the headteacher, governors and key staff are good.
- Nursery education and provision for pupils with special educational needs are good and pupils make good progress.
- Pupils' personal development and relationships are very good. Pupils' attitudes and behaviour are good.
- Overall provision for pupils' spiritual, moral, social and cultural development is very good.
- Parents are strongly supportive of the school.

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

- Raise standards in writing for pupils aged seven.
- Increase the proportion of pupils reaching the higher levels in English, mathematics and science by the end of juniors.
- Raise standards throughout the school in information and communication technology.
- Improve curriculum access for the pupils in the mixed-age reception and Year 1 class and those pupils withdrawn from lessons on a regular basis.
- Resolve the health and safety issues raised.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a good and improving school. It has addressed the key issues well since it was last inspected in June 1997. The school has undergone substantial staff changes, and pupil movement continues to be high. This instability has undoubtedly impacted on the progress made. Results in the 2001 national tests for seven-year-olds were below national averages for writing. When compared to similar schools, results in writing were well below those for seven-year-olds. Results for 11-year-olds for mathematics were below and for science were well below those of similar schools. Too few pupils are achieving the higher Level 5+ in English, mathematics and science. Standards throughout the school in information and communication technology are below those expected. Inspection findings show improved standards and, overall, pupils make good progress. Teaching and learning are good and have improved considerably. Curriculum planning is significantly improved and subjects have clear schemes of work. The role of subject co-ordinators continues to be strengthened. Assessment and recording are used consistently, and the school continues to build on the existing good practices. The health and safety issues noted in the previous inspection have been addressed. The inspection team judged that the school has a good capacity to improve.

## STANDARDS

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

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

**Key**

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

The table above shows the average points score achieved by pupils and includes those who gained the expected Level 4 or above in National Curriculum assessments and those achieving the higher Level 5. Results for pupils aged 11 in this particular group were affected by relatively high pupil turnover and a higher percentage of pupils with special educational needs. The performance of seven-year-olds was below national averages in writing, average in reading and well above average in mathematics. Performance data shows that those who remain in the school make good progress.

On entry to the nursery, the attainment of children is broadly at the expected level for children of the same age nationally. During their time at the nursery they experience a good range of opportunities, enabling them to make secure progress. Inspection findings are that a significant number of children, by the time they enter Year 1, are likely to meet the Early Learning Goals in the six areas of learning. A few children have already begun working in the early stages of the National Curriculum in speech and language.

Standards have fluctuated since the last inspection but evidence from the current inspection indicates that standards are improving. Standards are above the level expected for pupils aged 11 in English and mathematics, and match the expected level in science. Inspection



findings for seven-year-olds show improvement in English, mathematics and science. The proportion of pupils achieving the higher Level 5+ in English, mathematics and science is too small. Pupils are making well above average gains on their prior attainment in the core subjects. Progress in literacy and numeracy is good. Standards are higher than expected for pupils by the end of Years 2 and 6 in music. Higher-attaining pupils are usually sufficiently challenged. Pupils with special educational needs make good progress. The school has set challenging targets for raising standards and on the whole these have been met.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils continue to have good attitudes to school. They are excited by good teaching and interesting lessons.
Behaviour, in and out of classrooms	Good. Pupils behave well in classrooms, and are courteous when moving around the school.
Personal development and relationships	Pupils' personal development is very good and is a strength of the school. It is founded on the very positive relationships that pupils quickly establish with their peers and teachers and other adults who work in the school.
Attendance	Although attendance is satisfactory, being close to the national average, there has been a slight deterioration since the last inspection.

Pupils are trustworthy and take good care of their school and its resources. There is very little unacceptable or oppressive behaviour. Pupils are eager to take on responsibility.

## TEACHING AND LEARNING

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

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

Overall, teaching and learning are good throughout the school. There are more instances of very good teaching in the infants than in the juniors. The improved teaching and learning are a result of improved lesson and whole-school curriculum planning, raised teacher expectations, a more rigorous approach to monitoring and supporting teachers and teacher assistants in improving their professional skills; and the use of assessment to inform future teaching and learning. Teaching is good for children under five. Teaching is good and sometimes very good in English, mathematics and science. The teaching of literacy and numeracy skills is developing well. The school meets the needs of pupils with special educational needs well and higher-attaining pupils are usually well challenged. Teachers use effective teaching methods and the management of pupils, including those who are challenging, is good. Lessons are usually well paced and teaching assistants enhance positively pupils' learning. Resources are used well. Pupils are very interested in their learning and work very hard and independently. They want to improve. Pupils, including those with special educational needs, make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It encompasses the requirements of the National Curriculum and religious education. The curriculum for children in the nursery is broad and balanced and meets the requirements of the Foundation Stage of learning for young children. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Individual education plans are of a good quality.
Provision for pupils learning English as an additional language	The language competence of these pupils is sufficient, so that provision for English as an additional language (EAL) is not needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's overall provision for pupils' spiritual, moral, social and cultural development is very good. It is one of its strengths.
How well the school cares for its pupils	Overall, the school has satisfactory arrangements for the welfare of the pupils but there are weaknesses, which mainly relate to the state of the buildings. An inclusive school: pupils are well supported to cater for their needs regardless of gender, ethnicity or disability.

The additional provision for literacy and numeracy is helping to raise standards. There are good opportunities for pupils to work independently and collaboratively. Pupils in the mixed-age reception and Year 1 class and those pupils withdrawn from lessons on a regular basis do not always have similar provision. Parents are strongly supportive of the school. Parents are kept well informed and receive a good range of information.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good by the headteacher, governors and key staff. They have a clear educational vision. Effective action has been taken to raise standards and improve the quality of teaching, learning, the curriculum and the behaviour of pupils.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities. They have a good understanding of the improvements needed and how to plan these. They are well informed. Their understanding of budget and curriculum matters is secure.
The school's evaluation of its performance	The school's priorities for development and monitoring and evaluation of the school's performance are good. Since the last inspection considerable developments are evident in the monitoring of standards, teaching, learning and the curriculum.
The strategic use of resources	The strategic use of resources is satisfactory.

The number and qualifications of staff meet the needs of the National Curriculum. Aspects of the accommodation are unsatisfactory. Leadership and management are well focused on educational improvement. The school applies the principles of best value carefully.

**PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL**

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The teaching is good.</li> <li>• Children make good progress.</li> <li>• Behaviour is good.</li> <li>• Staff are easily approachable with questions or a problem.</li> <li>• The school expects children to work hard.</li> <li>• Children like school.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• Helps children to be mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The right amount of homework.</li> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agrees with all of the parents’ positive views but not with all of the parents’ other views. A minority of parents had some concerns the amount of homework that is set, and the range of interesting activities that are provided outside lessons. Neither of these concerns is fully justified; homework is considered appropriate for pupils of primary school age, although it is sometimes irregular, and the range of extra-curricular activities is considered to be very good, especially for juniors.

## **PART B: COMMENTARY**

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

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

1. On entry to the nursery, the attainment of children is broadly at the expected level for children of the same age nationally. During their time at the nursery the majority of children, including those with special educational needs, experience a good range of opportunities enabling them to make secure progress. Inspection findings are that a significant number of children, by the time they enter Year 1, are likely to meet the Early Learning Goals in the six areas of learning. A few children have already begun working in the early stages of the National Curriculum in speech and language. This indicates improvement since the last inspection.
2. National Curriculum average points scores in 2001 tests show that pupils aged seven attained in line with national standards in reading, below average in writing and well above average in mathematics. In comparison with similar schools, results in reading were below average and well below in writing; in mathematics they were above average. Standards in science attained by pupils aged seven, on the basis of teacher assessment, were at the national average when compared with similar schools. The percentage of pupils who achieved the higher levels (Levels 3 and above) was above the national average in reading and science, average in writing and well above average in mathematics. Since the last inspection, results indicate that standards have fluctuated. Inspection findings indicate that standards have risen since the last inspection. Inspection judgements are that standards are at the expected level in English and science and are above the expected level in mathematics.
3. Attainments in National Curriculum tests in 2001 for pupils aged 11 were above the national average in English and were average in mathematics and science. When compared with similar schools, results in English were average, were below average in mathematics and well below in science. However, when comparing pupils prior attainment at Key Stage 1, pupils have made well above average progress in English and mathematics and above average progress in science. The percentage of pupils who achieved the higher levels (Levels 5 and above) were above the national average in English, average in mathematics and below in science. Since the last inspection standardised tests results indicate that standards have fluctuated. Inspection findings indicate that standards have improved since the last inspection, although they are not yet sufficiently high in comparison with similar schools. The school has high numbers of pupils leaving and joining the school; this can affect the performance data and adversely affect results. Over the last five years on average one third of pupils present in Year 3 had moved to another school by Year 6. The test results included many pupils who had not been in the school for the full seven years of their primary school life, and some who had left to rejoin it later. Those that stay in the school make good progress. The school exceeded the targets set for pupils aged 11 in English and science and were close to meeting the target set for mathematics. Inspection judgements are that standards are above the expected levels in English and mathematics and are at the expected level in science.
4. In 2001 results of boys and girls, overall, were not significantly different for pupils aged seven and 11. Girls aged seven outperformed the boys in reading, writing and mathematics reflecting attainment on entry. Girls aged 11 outperformed the boys in English by the equivalent of one term's progress made. Boys outperformed the girls in mathematics and in science by the equivalent of one term's progress. The rate of

improvement over the past five years in all of the core subjects (English, mathematics and science) for pupils aged 11 was above that nationally. This gap is narrowing. During the inspection nothing was observed to suggest that there is any significant difference in the achievements of boys and girls.

5. School analysis of achievement recognises that the results in 2001 reflected underachievement by pupils aged seven and 11 when measured against similar school comparisons. The school acknowledges that at the end of the infants some pupils are underachieving in writing. The school has good measures to address this and teachers are tracking these pupils. At the end of the juniors, results were below that of similar schools because these pupils were a weaker group, many of whom had joined the school since they were seven. Additionally, a few boys had weak language skills. The Year 6 teacher also left half way through the year. The school recognises that some boys underachieved in English and in aspects of mathematics, it also recognises the need to extend higher-attaining pupils. The school is addressing the achievement of pupils effectively through the implementation of the national strategies, improved teaching and learning and improved curriculum. The school has used specific grants to provide additional teachers and booster classes. The school's suitably challenging targets for 2002 are expected to be met, based on the ongoing analysis of data. The school has good value added data.
6. Standards seen during the inspection reflect improvement on the results in English, mathematics and science in national tests. Inspection evidence showed that most pupils aged seven have good speaking and listening skills; they are achieving above the expected level in reading and at the expected level in writing. The overall standard in English is average. In English, the overall attainment of eleven-year-olds is above the level expected. The school's focus on writing is having a positive impact, and more pupils are working above the expected national levels in Year 6. Pupils are showing good progress with their reading, and the overall standard is above the expected level.
7. Inspection evidence found that by the age of seven and 11, pupils' standards in all aspects of mathematics are above the expected level. This is an improvement on the standards observed in the previous inspection. At the age of 11, pupils attained average results compared with all schools at the higher Level 5, but had made well above average progress in relation to their prior attainment. However, there are still insufficient pupils attaining the higher Level 5 at the age of 11.
8. Inspection findings show that standards in science are improving and pupils of seven and 11 years are achieving standards at the expected levels. Standards of the older pupils' work have risen since the last inspection when they were below average, but have declined for the younger pupils. The last inspection judged the work of seven-year-olds to be above average. In the 2001 test results the percentage of pupils who achieved the higher Level 5 was below average, but pupils made good gains from their previous teacher assessment results at the end of Year 2.
9. Standards are above those expected for seven and eleven-year-olds in music. Standards are below the expected level in information and communication technology. In all other subjects standards are at the expected levels, and standards in religious education are in line with those for the locally agreed syllabus for seven and eleven-year-olds. Since the last inspection, standards are broadly similar in other subjects for seven-year-olds. Standards are improved in mathematics and science and they are broadly similar in other subjects for eleven-year-olds to the standards found at the time of the last inspection.

10. The National Literacy Strategy is fully implemented and the school has started to adapt it to the needs of its particular pupils. Generally, pupils use their literacy skills in other subjects. Good opportunities are provided for extended writing, research and note taking in other subjects. Pupils express themselves well and are confident speaking to a larger audience. They listen carefully, for example in class discussion. In many subjects they are given good opportunities to express their views. In art, music and design and technology they usefully evaluate each other's work. Some pupils are confident using information and communication technology to support learning, for example, when they use an interactive white board in mathematics. Pupils take care with the presentation of their written work and their handwriting, and this is directly related to the expectations of teachers. The various support programmes in place are having a positive impact on standards and learning.
11. Good use is made of the National Numeracy Strategy, which is having a very positive impact on pupils' learning. The use of the mental starter usually meets the needs of pupils appropriately, and the plenary sessions are used effectively to consolidate learning. Numeracy is used appropriately across the curriculum in subjects such as science, art, history, and music. For example, in science, pupils use 'data loggers' to record and measure the results of their tests and to sense temperatures and noise around the school. In art they use grid systems to enlarge their work; in history, pupils have a good understanding of chronology. In music, they are aware of and count the different beats in rhythmic patterns.
12. Pupils with special educational needs achieve standards in line with their individual targets and make good and sometimes very good progress.
13. Higher-attaining pupils are generally making good progress overall. They are usually challenged and are given suitable tasks and resources. The school is tracking the performance of these pupils closely and has put in extra resources to ensure suitable challenge. Teachers generally have high expectations of what pupils can understand and are capable of.

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

14. Pupils have good attitudes to school. They are excited by good teaching and interesting lessons. In the best lessons, teachers' searching questions stimulate pupils' intellectual curiosity, encourage them to think about what they are learning and to apply what they learn. Pupils have good speaking and listening skills and are able to contribute constructively to classroom discussions. Independent learning skills are acquired early; many six and seven-year-olds refer to their wordbooks to check letter formation and spellings rather than depend on their teachers for help. By the time they are 11, many are able to evaluate and select the best solutions to problems. There is a high take up of after school clubs for the juniors, and there are two residential trips that are very well supported.
15. Behaviour is good; this is similar to the judgement made at the time of the previous inspection. Pupils behave well in classrooms, and are courteous when moving around the school. They are trustworthy and take good care of their school and its resources. There is very little unacceptable or oppressive behaviour, according to the pupils, and very few incidents are recorded in the school's records. One pupil was permanently excluded in the last academic year.
16. Pupils' personal development is very good and is a strength of the school. It is founded on the very positive relationships that they quickly establish with their peers and teachers, and other adults who work in the school. These lead to confidence and

sense of security and is exemplified by the comments of some Year 6 pupils who identified 'friendliness', and 'kind and hardworking teachers' as being two of the school's best features. Pupils care for one another, and can identify the effects of actions on others; in a Reception year class, children reflected on the 'kindness' and 'fairness' apparent in the story of 'The Rainbow Fish' who shared his scales with others.

17. Pupils are eager to take on responsibility. All classes have helpers, and from Year 2 upwards pupils are elected to the school council and carry out their functions seriously. Older pupils perform a range of activities that assist the smooth running of the school. Some are involved in a school newspaper, others collect waste paper for recycling, and many older pupils befriend younger ones.
18. Although attendance is satisfactory, being close to the national average, there has been a slight deterioration since the last inspection. A very small number of pupils have poor attendance records, including lateness, and this is having an unfavourable impact on their attainment. Approximately one third of compulsory school age pupils take holidays in term time, and this accounts for one fifth of all authorised absence.

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

19. Overall, teaching and learning are good throughout the school and they are very good in the infants. In almost a quarter of lessons seen throughout the school, teaching and learning are very good and better. In just under three-quarters they are good and better. In the great majority of the remaining lessons teaching and learning are satisfactory. Three unsatisfactory lessons were observed. There are more instances of very good teaching in the infants than in the Foundation Stage and juniors. Overall, in English, mathematics and science, teaching and learning are good. Teaching methods for developing literacy and numeracy skills are appropriate. In other subjects teachers do not consistently help pupils to reinforce their literacy skills. Since the last inspection teaching and learning have improved significantly. It must also be noted that since the last inspection there has been significant staff turnover and relatively high pupil movement. The improvement in teaching and learning is a result of better lesson and whole-school curriculum planning, raised teacher expectations, a more rigorous approach to monitoring, more support for teachers and teacher assistants to improve their professional skills, and the use of assessment to inform future teaching and learning.
20. There are a very few areas of relative weakness. These are related to expectations of what pupils can do and occasionally to teacher subject knowledge and confidence. Instances of unsatisfactory teaching were confined to a minority of lessons. Good practice is seen in the teaching of basic skills, in effective methods, management of pupils and use of time, support staff and resources and in the quality and on-going use of assessment. Appropriate homework is set. Teachers generally mark pupils' work well, making clear the context of the work and adding helpful comments so that pupils know what they can do to improve their work. There are examples of very good marking with good evaluative comments in mathematics, but the quality of marking in mathematics is also inconsistent across year groups.
21. The teaching of under-fives is good with all but one of the 11 lessons seen satisfactory or better. In the nursery all lessons observed were at least good and one lesson was very good. In this lesson the teacher and her assistant worked very well together because they share in the planning. Very good links are identified across several subjects. Work is made interesting and learning inviting. Occasionally, planning and teaching in the mixed-age class, where the teacher has to deliver work for two separate

curricula is not matched to the children's needs. The plans mostly focus on the Year 1 pupils. The children are not challenged or involved in mathematical understanding. Overall, the quality of teaching is having a positive impact on the children's attainment and enables them to make good, and often very good progress.

22. Teacher's plans are well informed by Curriculum Guidance 2000. Co-ordinators have oversight of the planning across the school. Teachers share good practice. Planning is usually detailed and comprehensive and usually takes into account the needs of different abilities. Planning clearly identifies learning objectives which are shared with pupils and are reinforced well throughout lessons. Tasks are usually challenging and teachers' subject knowledge is mainly secure. Expectations of what pupils understand and can do are satisfactory; they are very good in music resulting in high quality work.
23. Teaching methods are effective. Teachers explain tasks clearly and set them in the context of previous learning. They ask challenging questions to extend and verify what pupils know. Teachers provide a good balance between intervention and explanation. Good examples of this were seen in mathematics, art, music and physical education. Teachers use a range of subject specific vocabulary well. Plenary sessions often provide good reinforcement of learning. In religious education, teachers encourage and promote thoughtful discussions. Good use is made of practical demonstrations, as in art when demonstrating how pupils can enlarge their drawings. Science teaching challenges pupils to find the answer to key questions and teachers focus well on investigative skills. The use of the computer suite now gives increased opportunity for developing skills in information and communication technology (ICT) and in other subjects. Some good examples of using ICT to record and measure the results of tests were seen in science.
24. Teachers know their pupils well and treat them with respect. Teachers manage the lessons well and classroom management is unobtrusive. In physical education, particularly in swimming, the excellent teaching is due to a very high level of teacher skills successfully shared with the pupils. Lessons are usually brisk and purposeful; routines are established that provide a clear working atmosphere and engage pupils' attention. Occasionally in English, the length of introductory sessions is too long and insufficient time is left for pupils to complete written tasks. Teacher assistants help pupils to meet their learning objectives and provide valuable support, contributing positively to pupils' learning and standards achieved. Resources are well used overall. Assessments of attainment made on entry to the school are used to help teachers plan work. Teachers have a good range of information that they are using to build a profile of pupils' prior attainment. However, in subjects such as English, mathematics and science more advanced use is made of assessment than in other subjects.
25. The needs of pupils with special educational needs are met well. Teachers plan work carefully to match their individual needs. Support staff give good support to pupils with special educational needs and help them to maintain concentration and succeed in their work. There is good liaison between class teachers and support staff. However, liaison between the special needs co-ordinator and a minority of teachers and support staff is not always as smooth as it might be. This has a slight impact on a small minority of pupils when the targets in their individual education plans are not linked sufficiently to class-work. Pupils often miss the same lessons each week and this makes it more difficult for them to make progress when they return to the lesson.
26. Pupils are very eager to learn and are well motivated and overall, they make good progress. In some of the best lessons, praise is used continuously, rewarding good effort and promoting self-confidence; pupils respond very well to this. Pupils acquire new skills, knowledge and understanding appropriately. Their intellectual, physical and



creative skills are developing well. They concentrate hard and work well independently. Pupils enjoy answering questions and interacting with each other. They work well in pairs, in groups and individually. Pupils enjoy taking some responsibility for their own learning. In music, pupils make good use of opportunities to explore different musical sounds and music from different cultures. In science, pupils are particularly keen to experiment and discuss the outcomes of their findings. Pupils are working hard although the scrutiny of individual pupils' work showed that there was insufficient recording of some practical work. This reflects staffing changes. Pupils understand how well they are achieving and what more they need to do to improve further. Older pupils are clear about their personal targets. Pupils are really enjoying using ICT to research and enhance the quality of their work and are building on their confidence and skills.

27. Pupils with special educational needs learn well with the constant reinforcement of basic skills. A positive feature is the full inclusion of pupils with special educational needs in every aspect of the life of the school, especially those with more profound and multiple needs. In mathematics in the infants, higher-attaining pupils make good progress because teachers expectations are high. However, in the juniors higher-attaining pupils are not always given work that challenges them sufficiently. Appropriate challenges are set for higher-attaining pupils in science enabling them to make rapid progress

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

28. The school has made good progress in addressing the issue relating to the curriculum in the last inspection report. Schemes of work and topic planning with clear learning objectives are now used consistently throughout the school. All the foundation subjects now have clear schemes of work. In the majority of subjects the school has adopted the Curriculum Guidelines suggested programmes of study. These, combined with the school's own revised schemes of work, are contributing well to pupils' progress and attainment.
29. The curriculum for children in the nursery is broad and balanced and meets the requirements of the Foundation Stage of learning for young children. There has been a great improvement in the provision for young children. The provision for young children with special educational needs is good in the nursery and the mixed-age class and is very good in the Reception class. Children in the nursery have the opportunity to use large play apparatus and toys outside. However, there are missed opportunities to use outside play to develop areas of the curriculum such as mathematical understanding. The younger children in the mixed reception and Year 1 class do not have equal access to the curriculum because the activities planned in this class are based on the National Curriculum and are not as suitable for the younger children. They have regular but not daily access to the outside play facilities.
30. The curriculum provided for all pupils in the infant and junior classes is broad and includes all the subjects of the National Curriculum, including sex education, education about drugs misuse and personal, social and health education. Religious education is based on a blend of the locally agreed syllabus and Curriculum Guidance 2000.
31. All subjects are planned in a way that is relevant to the needs of the pupils, including those with special educational needs. The provision of specific work for pupils with special educational needs within lessons is often very good. As a result they make good progress. The register of special educational needs is reviewed regularly to ensure that it reflects pupils' current needs and that they have an effective range of

learning opportunities. Pupils with special educational needs withdrawn from class at regular times each week missed ICT lessons; other activities missed include mathematics, science and design and technology during the inspection. As a result, these pupils do not always receive a balanced curriculum and they miss the opportunity to develop some specific subject skills, knowledge and understanding. The school has recently compiled a register of gifted and talented pupils. There has not yet been sufficient time for its use to have had a positive impact. Teachers are quick to recognise the needs and talents of pupils and provide good support for higher-attaining pupils in the infants. However, the provision for higher-attaining pupils in the juniors is inconsistent between subjects.

32. The curriculum is planned to ensure that the whole of the National Curriculum is covered. The whole school overview of topics is planned in two and four-year cycles to try and ensure that there is no unnecessary repetition in the work covered. However, the similarities in the titles of some topics presents dangers for repetition, for example, 'Where in the world is Barnaby Bear?' occurs in consecutive years. Teachers use the overview to plan work in more detail for each half term. They work closely together to try to ensure that, as far as possible, pupils of the same age in different classes receive the same lessons.
33. The school provides a very good range of well-attended extra-curricular activities. These include French, cookery club, newspaper writing, science, needlework and board games. There is a good range of seasonal sports activities such as football, netball, rounders, cricket and athletics. In addition, pupils have the opportunity to attend a range of clubs after school at the local secondary school, such as dance and basketball. The concerns expressed by some parents about the provision for extra-curricular activities are not supported by the inspection findings.
34. A programme of visits and visitors is used very well to support the curriculum. This includes the very good contribution of the local community to the pupils' learning. Local craftspeople, including parents and a grandparent, supported an arts week by showing, for example, how jewellery is made. The local tennis club supports work in physical education, and a parent who is a diver visited in connection with a water topic. Links with the local church are strong. Pupils visit the church, and the vicar and curate are regular visitors to the school, making valued contributions through leading school assemblies. All pupils in the juniors have the opportunity to go on residential visits that enhance their personal and social development. Visits to museums, farms and other places of interest enrich the science, history and geography curriculum. Links with local primary and secondary schools are very good; teachers liaise closely, and there are good opportunities for pupils and secondary teachers to get to know one another in special science lessons. This makes the transition to secondary school smooth and efficient.
35. This is an inclusive school. Pupils are well supported to cater for their needs regardless of gender, ethnicity or disability. The school has access for the disabled and access is all on one level. Pupils receive good support from teaching assistants. Good liaison exists between the school and outside agencies, such as educational psychologists and physiotherapists, and their advice is used well. As a result, pupils make good progress throughout the school.
36. The school has a few pupils with English as an additional language but their English language acquisition is such that their learning is not impeded.
37. The provision for pupils' social and health education is good. The school is part of the healthy schools initiative and, is using the local education authority's scheme of work

Health for Life programme. Good guidance is provided for pupils to encourage healthy living. Issues of concern are raised in well-planned class discussions during circle time where pupils are encouraged to be good citizens. Teachers have been trained to teach a drugs awareness programme and relevant health issues. Provision includes sex education for older pupils and a drug awareness programme.

38. The school's overall provision for pupils' spiritual, moral social and cultural development is very good.
39. Provision for pupils' spiritual development is good. This is an improvement since the last inspection, when it was judged to be sound. Several teachers stimulate pupils' imagination and encourage them to explore beyond the routines of everyday life, particularly when writing imaginative stories and poems. In assemblies, pupils are given opportunities to reflect on the underlying ideas behind Bible stories and to apply them to their own life. For example, the story of Samuel's childhood was used to illustrate the idea that God speaks even to the very young and that everyone can do something for God simply by being helpful. The performance by pupils and staff on a range of instruments was effective in creating an appropriate atmosphere for the assembly.
40. Provision for pupils' cultural development is good overall. The strong profile of music in the school and the study of a wide range of artists promote pupils' aesthetic development. A regular Arts Week continues to provide a range of focused activities. Good quality displays around the school help to create a positive and interesting learning environment. Pupils team up with a local Education Business Partnership to run an event called 'What's My Line'. This enables them to be involved in an activity that will develop key skills whilst encouraging them to consider the jobs people do in the community around them. Pupils become aware of other communities and cultures through their topic work in geography, history and religious education.
41. Provision for pupils' social and moral development is very good and operates within a positive Christian ethos. This reflects a similar picture to the last inspection. Pupils work and play together in a harmonious and purposeful atmosphere, which promotes and supports effective learning. There is a whole-school approach to behaviour management, which is reflected in the very good relations that exist between pupils and between pupils and adults. Pupils with a range of special educational needs are well integrated into the social fabric of the school and are enabled to make a positive contribution to lessons. All pupils respond well to lessons and work with confidence and independence. Opportunities are provided for co-operative and collaborative working, and respect for others is developed well in the social interaction of each class.

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

42. Overall, the school has satisfactory arrangements for the welfare of the pupils but there are weaknesses, which mainly relate to the state of the buildings. Child protection procedures are satisfactory, a formal policy is now in place, and staff know to whom they should report. The school works closely with social services and provides good and effective support for vulnerable children.
43. The maintenance and cleanliness of some areas of the premises are unsatisfactory. The junior boys lavatories smell, even before school starts in the morning. The first-aid station close to the playground is cramped and unhygienic, the only water source being above an old, dirty, and badly stained sink. Food scraps are not always cleared from the school hall after lunch and remain on the floor during physical education lessons,

and assemblies. Outside, there are no handrails on the steep steps to the inner courtyard.

44. Risk assessments are undertaken regularly, and appropriate records of safety checks are kept. The school has sufficient staff to administer first aid, and accident records are maintained effectively.
45. The school has good attendance monitoring procedures, which provide poor attendees with effective and sensitive support, but promotion of more regular attendance is generally weak. There has been a slight deterioration in attendance since the last inspection, yet the school describes attendance as good in its brochure and authorises all holiday absence.
46. Good behaviour is promoted well, pupils are reminded of the very few school rules on classroom notices, and adults provide very good role models. Pupils are clear about the high behaviour expectations placed on them and respond well to praise and rewards that are awarded consistently. Bullying and oppressive behaviour are contrary to the ethos of the school; when incidents occur they are dealt with swiftly, and recorded.
47. The school now has good procedures for assessing pupils' attainment and progress but these are not always consistently used. This is an improvement since the last inspection when assessment was identified as a key issue. Pupils are tested on entry to the school in the reception class, and baseline assessment is used well to identify children's strengths and weaknesses and to set targets for their improvement by the time they enter Year 1. Statutory and non-statutory tests provide information about pupils' attainment and progress in English, mathematics and science, and records are maintained well. Curriculum weaknesses are identified, and planning is modified. For example, the school recognises the major areas for development as being the attainment of boys in literacy and solving word problems in mathematics. Other issues identified are the extension of higher-attaining pupils in the juniors and the performance of mathematics in the juniors. Teachers keep ongoing assessment records which support individual target setting. Pupils are generally aware that they have targets but are not so sure about the levels they are attaining. Effective assessment leads to Year 6 pupils receiving very focused support, in the form of booster classes, immediately prior to their national tests. Assessment is now formally co-ordinated and monitored by the governors' curriculum committee, and further improvements in monitoring are planned through the use of new technology and computer records.
48. Assessment and recording procedures for pupils with special educational needs are good. These pupils are identified early and have specific targets in their individual educational plans and they are well supported through their individual education plans. These are shared with parents and pupils and are regularly reviewed and updated. However, in a very small number of classes, these specific targets are not taken into account sufficiently when planning different work for pupils with additional learning needs. Pupils receive good support from teaching assistants. Good liaison exists between the school and outside agencies, such as educational psychologists and physiotherapists, and their advice is used well. As a result, pupils make good progress throughout the school. Because assessment has improved, the school is now more aware of its high-attaining and gifted and talented pupils.
49. Personal development is monitored effectively. Teachers know their pupils well and good quality assessment information is included in pupils' annual reports. Monitoring is generally efficient and support is particularly effective where the needs are greatest.

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

50. Parents hold very positive views of the school. The pre-inspection questionnaires reveal that no one disagrees that the teaching is good and the overwhelming majority of parents say that their children are making good progress, and that their behaviour is good. Other strong points include feeling comfortable about approaching the school with questions or a problem, and that the school expects their children to work hard and achieve their best. Inspectors agree, and note that the level of positive responses is significantly higher than at the time of the previous inspection. Areas of some concern, identified by a minority of parents, include the amount of homework that is set, and the range of interesting activities that are provided outside lessons. Neither of these concerns is fully justified; homework is considered appropriate for pupils of primary school age, although it is sometimes irregular, and the range of extra-curricular activities is considered to be very good, especially for juniors.
51. Nine out of ten of parents who completed their questionnaires are happy with the information available to them about their children's progress. Pupils' annual reports are satisfactory; they are well organised and effectively personalised, and contain an easily understood tick box grading system that indicates how their children are performing in school and against national expectations. There is some target setting but this is confined to English and mathematics, and is not used consistently across the school; it is developing in other subjects. Consequently some parents are not as well informed as they could be in order to support their children's learning at home. There is also some inconsistency in the use of homework diaries and reading records. Nevertheless the open and welcoming nature of the school is a strength, and if parents wish to seek further information it is willingly provided.
52. Approximately 25 parents volunteer to help in school by hearing readers, helping with cooking, and attending school trips. This has a positive effect on pupils' learning, especially the progress that they make in reading. Eighty per cent of parents sign the home/school agreement and ensure that their children attend school properly equipped to learn. Parents are regularly consulted and their views are taken into account when modifying policies; this engagement of parents has contributed to the school's high approval rating. The home/school association raises up to £10,000 annually, and recent purchases have included classroom blinds, and resources for the library and computer suite which are aimed at enriching the curriculum. The school has two web-sites, one for parents that informs them of all school policies, school developments and information, and another devised by the pupils.
53. Parents of pupils with special educational needs are kept fully involved and informed about their child. Arrangements for these parents to contribute to reviews of progress are good and are clearly very much appreciated by them. They are made welcome and full participants in their child's education.

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

54. The overall leadership and management of the headteacher and key staff are good. The school has been affected by substantial staff turnover and relatively high pupil mobility. Appointments have been made to build a team with a variety of experiences to meet the school's needs, and in this the school has been most successful. The headteacher has created a senior management team and staff structure that is effective. The deputy headteacher has developed his role considerably and he is experienced and well regarded by staff, governors and parents. The senior management team, comprising of the head teacher, deputy headteacher, key stage co-

ordinators and team leaders, review results and data and look at trends and areas for future action with subject leaders. These are added to the school improvement plan for implementation. The headteacher is very clear about priorities and has high expectations. Accountability and striving for school improvement are shared by all staff and governors and this is evident in their teamwork

55. The strengths and weaknesses in the school's performance are analysed thoroughly and although levels of attainment have fluctuated the school trend is upward. The school improvement plan places a good emphasis on addressing weaknesses and raising standards for all pupils. In 2001 the school received an achievement award from the DfES (Department for Education and Skills). Secure systems and processes enable staff to work effectively together to further raise standards, teaching, and learning and improve curriculum provision. The school's aims successfully underpin the work of the school. School documentation is of a very good standard.
56. The delegation of work to staff with management responsibilities and the process of change are developing well. All staff are trained in their areas of responsibility and other key areas of subject knowledge and there is ongoing use of non-contact time to support colleagues. Some good progress has been made in the monitoring of standards, and development of teaching, learning and the curriculum. Monitoring is undertaken by the headteacher, deputy headteacher, key stage co-ordinators, team leaders, subject co-ordinators and external advisory support. A cycle of lesson observations is ongoing and outcomes are reported back and acted upon. Monitoring and evaluation are more advanced in English and mathematics which have been the focus of priorities. Samples of pupils' work are also looked at by subject co-ordinators and used to make portfolios to establish the levels of pupils' work. This process enables staff to check that each year group builds on previous work, particularly in mixed-age classes. Subject co-ordinators have audited resources, drawn up schemes of work, and collated planning to inform coverage of their subject. They have identified, evaluated and are appropriately acting upon the priorities within their subjects.
57. The headteacher and deputy headteacher have put in place good arrangements for the personal and professional development of all staff, contributing both to the development of their careers and to the needs of the school. Good arrangements link training to performance management targets; these are reviewed, set and appropriate threshold procedures are in place. Teachers joining the school, newly qualified or part-time teachers are all given good support.
58. Governors are very active in all areas of school development. They have benefited from training and fulfil their statutory responsibilities. Governors are involved in shaping the direction of the school and are involved in setting targets and analysing results. They are also involved in monitoring with support from subject co-ordinators. Governors are attached to curriculum areas and the Foundation Stage and visit the school regularly. In this way they are directly informed when making decisions. They have a very good working relationship with the headteacher, and a clear view of the strengths and weaknesses of the school. Overall, their contribution to management is good and they act as critical friends to the school. The chair of governors discharges his role effectively.
59. Co-ordination of special educational needs is satisfactory. The co-ordinator has been in post for less than a year and still has some training requirements to enable her to become as effective as she would like to be. The school is aware of the new Code of Practice and is developing new procedures to comply with it. However, these are not yet fully in place. Teaching assistants are trained to support pupils with specific learning, behavioural or physical problems. As a result, they are well integrated into

the work of the class and make good and sometimes very good progress. Teachers and teaching assistants work closely together to monitor the progress of pupils with special educational needs. Where there are good communications within the school and with external agencies, such as educational psychologists, it has a positive impact. However, the very few instances where communications within the school generally are not so positive reduce the effectiveness of provision for a small number of pupils, or for example, when matching targets in individual education plans with special work planned in class. The governors responsible for special educational needs are closely involved with the school and provide very good support for all those involved, including pupils.

60. The school has a commitment to policies and practices that promote educational inclusion of all pupils in the opportunities that it provides. Equality of opportunity, although reflected centrally in the school's aims, its objectives, and in its compliance with relevant legislation, is not totally secure for the curriculum, for example, for those pupils in the mixed-age reception and Year 1 class and those withdrawn on a regular basis from the same lessons each week. New procedures are in place to identify gifted and talented and higher-attaining pupils.
61. The headteacher has given good and specific attention to the key issues of the last inspection in June 1997. Inspection findings show improved standards and, overall pupils make good progress. Teaching and learning are good and have improved considerably. Curriculum planning is significantly improved and subjects have clear schemes of work. There has also been development of all curriculum policies and practice. The role of subject co-ordinators continues to be strengthened. Assessment and recording is used consistently and the school continues to build on existing good practices. The health and safety issues of the previous inspection are addressed. The inspection team judged that the school has a good capacity to improve. These are all improvements since the last inspection.
62. The school is well focused on school improvement and self-review. The strategic view has been developed and a whole-school curriculum map, detailed planning and assessment are fully in place. The action taken to meet the school's targets is good. National and local performance data is collated, analysed and evaluated. Challenging targets have been set and this collated information provides a good basis for informing teaching, learning and for raising standards.
63. Although the staffing situation is more stable, the staffing changes impacted on the school's work. The number of teaching staff is appropriate. Their qualifications and experience enable them to meet the requirements of the National Curriculum. The number of teaching assistants and administrative staff is good. They are very well deployed and are highly valued by the school. Administrative staff ensure that the day-to-day organisation of the school is smooth and efficient. Good opportunities for training are provided for every member of staff at the school. The school has achieved the Investors in People status. Teaching is observed, professional development and training needs are identified. A good programme of support for teachers new to the school is in place. Staff work effectively together and there is a shared commitment to improve and to support pupils in all aspects of their development.
64. The accommodation, although adequate to meet the requirements of the National Curriculum, has some unsatisfactory features. The school has plans to improve provision but is currently waiting for funding to be released. There is an ongoing programme of refurbishment and remodelling, and the school has costed plans in hand to address and improve the internal and external activity areas in the Foundation Stage; this will strengthen provision. Every effort has been made to compensate for

the lack of a dedicated outside area. The school pond, featured favourably in the last inspection, has been totally rebuilt this term and is incomplete as yet. The nursery is situated a long way from the other Foundation Stage classes. The school has an active playground development committee made up of staff and parents who oversee planning developments, and they have made considerable and positive changes to the environment. The school has a multi-purpose gymnasium/assembly/ dining hall, store areas, ICT suite, office, staff room and kitchen. Displays about the school enhance the environment and celebrate pupils' success. Outside there are attractive grounds including an orchard and grassed areas. The ICT suite, known as ERIC, is timetabled for use throughout the school. However, the library is housed in the same area and this dual arrangement poses some limitations in terms of access and use. Despite these factors modification of the building has improved current provision considerably.

65. The school is adequately resourced overall. Resources are used well and contribute to pupils' learning. The resource area outside for children in the Foundation Stage is underused and under-developed because it is currently unsuitable for young children. Resources in science for the study of electricity are too few, and in design and technology, resources in general are inadequate. The use of ICT as a resource is developing as until very recently the equipment in the suite has not been available. Resources for pupils with special educational needs are satisfactory. Resources are well managed and accessible. Resources in the library have been reviewed and there is an ongoing programme of replenishment. The school makes good use of outside resources, for example, the local area, visitors and parents.
66. Financial planning and administration are satisfactory. Information is accessible and supports decision-making. Monitoring of the school's budget by the governing body is appropriate. The school adopts a pragmatic approach by prioritising educational needs and providing for them. This is evident from the successful establishment of the new computer suite to support the ICT curriculum, and the progress made on other curriculum issues raised in the previous inspection. The school is waiting for DfES funding to be realised so that it can address the issues relating to the tired and worn-out premises and nursery accommodation.
67. Systems are in place to provide adequate security, and best value principles are applied effectively when sourcing supplies, and managing cash balances. The school makes satisfactory use of new technology for financial management and administration. Budget allocations are carefully tracked and specific grants are spent appropriately. The last audit, which was conducted in 1999, found the school's procedures to be satisfactory. A separate audit of the school fund is carried out annually.
68. Taking into account the standards achieved in 2001, the overall good teaching and learning, the good quality curriculum, good behaviour of pupils and good leadership by the headteacher, and good structures and systems in place, the school currently provides good value for money.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to raise further the standards of work and the quality of education provided, the governors, headteacher and senior managers should:

- (1) Improve the achievement and rate of progress for pupils aged seven in writing by:
  - building consistently on the good opportunities for pupils to develop their understanding of grammatical structures through extended pieces of writing for a range of different purposes;
  - encouraging pupils to apply their good use of vocabulary to other subjects;
  - consolidating good lesson planning, good practices and teacher skills.  
(Paragraphs 2, 5, 20, 22, 81, 85, 89, 92).
- (2) Increase the proportion of pupils reaching the higher levels in English, mathematics and science by the end of Year 6 by:
  - refining the planning so that work appropriately matches the needs of individual pupils in order to challenge them sufficiently;
  - using assessment consistently to inform teachers' planning.  
(Paragraphs 3, 5, 7, 8, 20, 92, 94, 95, 100)
- (3) Raise standards throughout the school in ICT by:
  - resolving the teething problems in the ICT suite;
  - improving teacher and pupil confidence and skills through regular and practical application of ICT.  
(Paragraphs 9, 109, 112, 116, 119, 120, 122, 128)
- (4) Improve curriculum access for the pupils in the mixed-age reception and Year 1 class and those pupils withdrawn from lessons on a regular basis by:
  - ensuring regular monitoring of teaching, learning and provision by the co-ordinator;
  - matching planning and teaching in the mixed-age class to children's needs;
  - improving the provision of a dedicated outside area where the curriculum can be enriched to adequately meet all areas of learning;
  - ensuring that any withdrawal from lessons throughout the school is on a rotational basis.  
(Paragraphs 21, 25, 27, 29, 31, 59, 60, 70, 73, 96, 98, 101)
- (5) Improve the health and safety issues raised by:
  - ensuring that the toilets for junior boys are hygienic;
  - keeping the hall floor clean from food scraps;
  - ensuring that the first aid station close to the playground is clean;
  - putting handrails on the steep steps to the inner courtyard.  
(Paragraphs 42, 43, 64)

The school has already identified the above key issues and has good strategies in place that are already beginning to impact on and address the concerns raised.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

73

Number of discussions with staff, governors, other adults and pupils

45

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	14	30	22	3	0	0
Percentage	4	19	42	31	4	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 one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	41	310
Number of full-time pupils known to be eligible for free school meals	0	7

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	62
Number of pupils on the school's special educational needs register	2	8

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.4
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	20	15	35

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	18 (13)	19 (14)	19 (16)
	Girls	14 (25)	13 (24)	14 (25)
	Total	32 (38)	32 (36)	33 (41)
Percentage of pupils at NC level 2 or above	School	91 (93)	91 (93)	94 (100)
	National	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	18 (13)	19 (16)	19 (16)
	Girls	13 (25)	14 (25)	14 (24)
	Total	31 (38)	33 (41)	33 (40)
Percentage of pupils at NC level 2 or above	School	89 (93)	94 (100)	94 (98)
	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	21	32	53

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	18 (14)	16 (14)	21 (15)
	Girls	31 (18)	27 (17)	31 (19)
	Total	49 (32)	43 (31)	52 (34)
Percentage of pupils at NC level 4 or above	School	92 (94)	81 (91)	98 (100)
	National	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	17 (9)	16 (13)	21 (13)
	Girls	28 (17)	28 (17)	31 (18)
	Total	45 (26)	44 (30)	52 (34)
Percentage of pupils at NC level 4 or above	School	85 (76)	83 (88)	98 (91)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	249
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	13.7
Number of pupils per qualified teacher	27.1
Average class size	28.9

#### **Education support staff: YR – Y6**

Total number of education support staff	19
Total aggregate hours worked per week	317

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20:1
Total number of education support staff	1
Total aggregate hours worked per week	48
Number of pupils per FTE adult	10:1

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	642598
Total expenditure	653388
Expenditure per pupil	2149
Balance brought forward from previous year	33977
Balance carried forward to next year	23187

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	8.0
Number of teachers appointed to the school during the last two years	9.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	332
Number of questionnaires returned	164

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	37	7	1	0
My child is making good progress in school.	47	48	4	1	1
Behaviour in the school is good.	47	47	2	2	2
My child gets the right amount of work to do at home.	35	46	15	4	1
The teaching is good.	56	42	0	0	2
I am kept well informed about how my child is getting on.	42	48	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	71	23	6	1	0
The school expects my child to work hard and achieve his or her best.	50	43	3	0	3
The school works closely with parents.	40	52	6	1	2
The school is well led and managed.	56	36	5	1	2
The school is helping my child become mature and responsible.	54	38	7	0	1
The school provides an interesting range of activities outside lessons.	40	36	14	3	6

## **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**

70. Currently the 79 children in the Foundation Stage are taught in three classes; the nursery for either morning or afternoon sessions, the reception class or the mixed-age reception and Year 1 class for the whole school day. The oldest children are placed in the mixed-age class. Overall, this arrangement gives the children a sound start to school. However, this is very demanding upon the mixed-age class teacher who has to deliver both the Foundation Stage and National Curriculum.
71. Overall learning and progress are good. This is supported by baseline test results. The children start school with broadly average standards for their age but speaking and listening skills are good. They leave the Foundation Stage with good skills in language and literacy and also in physical and social development.
72. There has been a good improvement since the last inspection. Good leadership of this area has ensured that planning and assessment have improved. Weaknesses in provision have been identified even though the co-ordinator has limited time to monitor the quality of teaching throughout the whole school year. The co-ordinator has received recent training and is determined that further improvements will be made especially for the mixed-age class. Already reception age children in this class are taken outside to work with a qualified nursery nurse. There are costed plans to improve the facilities for the Foundation Stage so that teachers can work more as a unified team. Every effort has been made to compensate for the lack of a dedicated outside area where the curriculum can be enriched by planning activities, in all areas of learning, which match the children's needs and help them to learn. For instance, the science, geography and history aspects of 'knowledge and understanding of the world' are not planned and developed by using the school grounds. The current outside area is used mostly for the development of physical and social skills. The school pond which featured favourably in the last report has been totally rebuilt this term and is incomplete as yet. The nursery is situated a long way from the other Foundation Stage classes and it takes a long time for these children to walk to the main school in all weathers. However, the Foundation stage co-ordinator and the Nursery teacher have creatively set up systems whereby nursery children are included in activities in the main building and are well prepared for starting the main school.
73. The quality of teaching is good. All but one of the eleven lessons observed were satisfactory or better. In the nursery all lessons were at least good; one lesson was very good. In this lesson the teacher and her assistant worked very well together because they share in the planning. Very good links were identified across several subjects. Work was made interesting and learning inviting. Occasionally, planning and teaching in the mixed-age class, where the teacher has to deliver work for two separate curriculums is not well matched to the children's needs. The plans mostly focus on the Year 1 pupils. The children are not challenged or involved in mathematical understanding.

### **Communication, language and literacy**

74. In communication, language and literacy most children reach the standard expected for their age by the time that they start in the main school. Many children have good speaking and listening skills. They speak clearly in sentences but a few are reluctant to speak out. Many children start school with a good vocabulary. For instance one nursery child described a book as 'colourful'. Many recognise that print tells a story and

use picture clues appropriately. By age five most children enjoy reading and read a few words in a simple text. Children know most letter names and their sounds but all do not use them to tackle new words. They rely heavily on words that they already know and sometimes use picture clues. Higher-attaining children read simple stories fluently with little support from adults. Parents give their children good support at home and hear them read frequently. By the end of the nursery nearly half of the children write their name unaided. Most recognise their name on a card when registering at the beginning of sessions. Reception age children respond well to the many opportunities given to develop writing, such as writing a note in a bottle to seek help when stranded on a desert island. More able children write sentences correctly on their own, using capital letters and full stops correctly. Most children use strings of letters to represent their ideas. Letters are generally correctly formed. It is easy to understand what they are trying to say. This is an improvement since the last inspection when too few opportunities were given for the children to write independently.

### **Mathematical development**

75. Most children attain the standard expected for their age by the end of the reception year. They make satisfactory progress overall but in the nursery they make good progress due to good systematic and challenging teaching and good cross curriculum links. For instance, in the nursery the children learned their mathematics through reading an interesting book about a fish. They were going to make fish pictures later. So they had a good incentive to learn the names of colours and shapes. Other activities included playing with models of 'Goldilocks and the Three Bears' and the 'Three Little Pigs.' During this time not only did they re-tell the stories but also counted, compared size and talked about before and after. The children were learning whilst enjoying themselves. In the mixed-age reception and Year 1 class the children are less involved in their lessons which are planned mostly for the Year 1 pupils and rely too heavily upon completing worksheets which are undemanding or exciting. However, by the end of the reception year most children count confidently to 15 and match items to the number 10. Through a variety of stimulating practical experiences, especially in the single age reception class, they add two numbers to make eight and are beginning to subtract one number. They record their practical sums neatly. They are beginning to compare two numbers using terms such as 'more' or 'less' and quickly choose a number less than 12. They double numbers and make bar charts. The children are well prepared by their teachers for the National Curriculum in that they are questioned and challenged to give reasons for their choices. Many name several two-dimensional shapes. Consequently, by the end of the year a few children are working at the early stages of the National Curriculum.

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

76. By the age of five the children's development in this area is above average. They are well behaved and polite. Most dress and undress independently and manage their own personal needs. This is because the teachers and the assistants allow the children to try for themselves. The children sit quietly and most initiate ideas and speak confidently to answer or ask questions. This is because they are listened to and their ideas are valued. They work well as part of a group, take turns and form good relationships with adults and their peers. Children move confidently between activities because the teachers give clear instructions and provide interesting and varied tasks. They are sensible and follow well-established routines. The children are settled, try hard with their task, concentrate and work well independently, even when not directly supervised. When using the computers in the ICT suite, children with visual impairment are included very well by classmates.

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

77. Most children attain the standard expected for their age by the end of the reception year, and they make satisfactory progress. The area outside is underused by both teachers and teacher assistants because it is not currently suitable for young children. It can also only be used in fine weather, to challenge and question the children. Both the school pond and the small-grassed area outside the reception class can no longer be used to find out about living creatures and plants. The Foundation Stage co-ordinator is aware of this and plans have been made to develop an inside area and to improve the outside facilities. In class the nursery children are excited to note that bubbles are 'rainbow coloured.' They closely observe photographs of waterfalls and note that they are full of air bubbles and 'look like snow.' Whilst relationships are good and the children eager to learn the teacher missed some opportunities to gain the children's own ideas. In class the reception children study light and electricity at an appropriate level. They grow seeds and monitor their progress. They draw simple routes on maps and examine old and new teddy bears. They have a few opportunities to make and cook 'crispy cakes' and to note changes caused by heat, for instance in melting ice. These experiences together with the use of classroom computers and the ICT suite mean that all aspects of this area of learning are sufficiently covered.

## **Physical development**

78. Most children attain standards above those expected for their age. This is due to the fact that the teachers are good at teaching this area of learning and make every effort to compensate for the lack of a dedicated outside area where children frequently develop the skills needed for riding wheeled vehicles, throwing balls, skipping and being physically active. The nursery teacher makes the most of the opportunities to use the school hall. The children move about the hall with enjoyment and have a good sense of space. They make many different shapes with their bodies and move backwards and sideways. They are encouraged to improve their performance. Generally, they try hard, listen carefully and follow instructions. Children's fine manipulation skills are developing well. They thread beads to make patterns and they build with small construction equipment. Most hold pencils correctly and cut with scissors reasonably accurately. They squeeze, roll and pinch plasticene to make the required shape with enjoyment. In the reception classes the children thoroughly enjoy using the parachute and work well together using a good grip. In the mixed-age class the reception age children found it difficult to take part in team games that are more appropriate for Year 1 pupils. They had to wait too long before doing and moving. The teachers plan for physical education lessons well but do not plan sufficiently for using the outdoors. Although there are many wheeled vehicles it is very difficult to use them and to plan for activities to enhance all areas of learning.

## **Creative development**

79. Most children attain the standards expected for their age as they enjoy a wide range of interesting activities planned by their teachers. They paint freely and are often absorbed in this activity. They name different colours and have a clear idea of the picture that they want to paint. They draw with pencils, crayons and pastels in increasing detail. In music, children know a range of nursery rhymes and songs and follow the actions well and show an appropriate understanding of rhythm by all performing their actions in time to the music. However, lessons for the children in the mixed-age class are sometimes too difficult and not matched to their needs. Children enjoy imaginative play in situations, such as being in an 'Undersea World' or 'Shop.' These areas are designed and used very well by the teachers and teaching assistants



to encourage their children to use a variety of skills. These adults act in role and question the children, making 'the undersea cave' interesting and exciting. As a result the children improve their writing skills. Generally, the children's creative efforts are valued and artwork is displayed well, but occasionally the children are given 'cut out shapes' which restricts their creativity and make their work more of an assembly operation rather than a creative experience.

80. Overall, the children are given a good start to school with good teaching. Weaknesses have been identified by the school and plans made to remedy them in order to help the children make very good progress.

## **ENGLISH**

81. Pupils' standards in English are average by the age of seven and are above average by the age of 11. At the time of the last inspection in 1997, attainment in English was judged to be above the national average at the ages of seven and 11. However, the results of national tests for that year indicate that attainment was in line with the national average at age seven and below the national average at age 11. Since then attainment has fluctuated, although a broad pattern emerges of reading at age seven being above the national average and writing being in line with the national average. Although pupils make satisfactory progress over time, overall achievement is below that of other schools with a similar intake, based on those eligible for free school meals. Attainment in national tests in English for eleven-year-olds has fluctuated dramatically since 1997 but evidence from the current inspection indicates that the attainment of Year 6 pupils in both reading and writing is above the expected level.
82. Standards of speaking and listening are good throughout the school. Most pupils use a wide vocabulary, have a good general knowledge and are articulate in conversation. Year 2 pupils understand the conventions of discussion, speak clearly and listen well to their teacher and each other. By Year 6, pupils can express a well-argued and coherent point of view and support a general point with specific examples. Although some teachers have to work hard to engage the majority of pupils in discussion, pupils' responses are detailed and reflective.
83. Standards of reading are above the expected level throughout the school. In Year 2, pupils use a wide range of textual, picture and phonic clues to decode unfamiliar words. Pupils read with confidence and expression, showing good understanding of the text. Most pupils are on a reading scheme, but can identify aspects of the books they like and offer opinions on the characters and stories. More able readers are often reading more demanding books at home. A support sheet for parents on how to discuss books with children has been effective in developing pupils' understanding of what they read.
84. In Year 6, most pupils have developed a wide range of strategies to decipher meaning from print and have established preferences for a particular genre of literature. Higher-attaining pupils read with fluency and expression and recount the significant ideas, events and characters in stories. Less able readers are fluent with simple text, although their technical reading frequently exceeds their understanding of the storyline.
85. Standards of writing are broadly at the expected level throughout the school. More pupils are working at above national expectations in Year 6 than in Year 2. There is however strong evidence of higher attainment in writing by pupils in Year 1 and Year 5. Good opportunities are provided for pupils to develop their understanding of grammatical structures through extended pieces of writing for a range of different purposes. This policy is usually adhered to consistently throughout the school, except occasionally in a lower junior class where there is an emphasis on unconsolidated

narrow grammatical and spelling exercises. However, the good vocabulary which pupils use in discussion is not always transferred to their writing. When focusing on specific skills such as grammar or spelling, pupils often use a limited vocabulary in their writing. Similarly, when the writing focus is the use of interesting vocabulary, standards of spelling and punctuation slip. Teachers spend much time and effort on encouraging pupils to combine the two aspects in their writing.

86. A few higher-attaining pupils in Year 2 are using speech marks, commas and sub-headings in their writing as a matter of course. They use imagination in changing the characters and settings in familiar stories and enliven their work with a sophisticated use of language. Teachers use texts in the literacy hour to stimulate pupils' own writing. Pupils are encouraged to look for the motives and feelings behind characters' behaviour. For example in the Year 1/2 class, having read the story 'Owl Babies', pupils are encouraged to describe how their own homes make them feel. Pupils contribute a wide range of words, including 'protected', 'loved', 'confident' and 'respected', and enlarge on these in their subsequent writing. This lesson made a valuable contribution to pupils' spiritual and social development.
87. The majority of pupils use capital letters and full stops appropriately, they plan their stories and write with a clear sense of narrative language. Standards of spelling are frequently erratic although most pupils apply basic phonic rules and their attempts at independent spelling are phonically plausible. Presentation of work is good and more-able pupils use joined letters in their writing.
88. By Year 6, pupils' writing is benefiting from the regular opportunities provided for them to write for a range of purposes and they are learning to adapt their writing for particular audiences. Pupils explore how punctuation is used in texts and use it in their own writing to add drama and tension. Good links are made between pupils' reading experiences and their writing. For example, pupils are beginning to explore differences in the style of writers such as Anne Fine and Jacqueline Wilson and the techniques they use to hold the readers' interest. They look at poetry and 'writers' tricks' such as rhythmic repetition and alliteration and use them in their own poetry writing.
89. The overall quality of teaching has improved since the last inspection. Teaching was good or better in two thirds of lessons observed during the current inspection. In only one lesson was the teaching unsatisfactory. Teachers' subject knowledge was satisfactory overall but inadequate in two lessons. For example, Year 6 pupils gained the impression that informal language is the same as slang and sloppy speech because of the examples used by the class teacher. In one unsatisfactory lesson in Year 3, both teacher and teaching assistant were unsure of the appropriate use of the comma when dividing sections of information in a sentence. A very slow pace to the lesson and low expectations of behaviour and achievement compounded this. Teachers plan their lessons in detail and resources are carefully prepared to ensure that no time is wasted. However, the length of introductory sessions is too long in some classes and insufficient time is left for pupils to complete written tasks.
90. Teachers explain tasks clearly and set them in the context of previous learning. Tasks are well matched to the learning needs of different ages and abilities in the class and additional adult support is used well to support the learning of pupils with special educational needs. A combination of in-class support and withdrawal for small-group teaching enables pupils with special educational needs to make good progress. The targets on pupils' individual education plans are consistently addressed and regularly reviewed. Teachers mark pupils' writing well, making clear the context of the work and adding helpful comments so that pupils know what they can do to improve their work. In most classes, group targets are established, although the extent to which teachers

refer to them in their marking is variable across the school. Relationships between pupils and between pupils and staff are good and underpin the quality of learning in most lessons. Classroom routines are well established and pupils settle quickly to tasks and concentrate well even when not directly supervised.

91. The school has well-established procedures for the assessment of English across the school. Information obtained from national and non-statutory tests is used well to identify areas for improvement and to inform planning. For example, termly writing samples are levelled and used to identify specific areas of difficulty. These are worked on, using skills and techniques that will motivate the pupils, and then pupils' writing is re-assessed to check on progress and to determine the effectiveness of the strategies used.
92. The national literacy strategy is fully implemented and the school has started to adapt it to the needs of its particular pupils. Lessons now have a clearer focus and overall coherence. All aspects of the literacy scheme are being taught, although certain aspects require greater consolidation and exploration in depth. At present, depth of coverage is being sacrificed in order to ensure coverage of all aspects of the literacy framework. As a result, the good progress seen in the majority of lessons is converted to only satisfactory progress over time because of insufficient consolidation and reinforcement. A few teachers make good use of information and communication technology to support learning, for example an interactive white board, overhead projector and lap top computers, but this is not consistent across the school.
93. The two English co-ordinators are experienced and capable and provide good support for colleagues. Both are committed to constantly refining and building on the existing good practice in the school. The progress of year groups is monitored, work samples are scrutinised and lessons observed with precise criteria in mind. The results of the monitoring process are analysed so that good practice can be shared and common elements for action can be identified. This is an improvement since the last inspection. Resources are good and are used effectively. Class libraries and the main school library contain a wide selection of good quality books. However, the siting of the library in the information and communication technology suite currently restricts its use and limits its regular use for independent research.

## **MATHEMATICS**

94. Pupils' standards in mathematics are above the expected level by the ages of seven and eleven. This is a good improvement on the previous inspection. In the 2001 tests for seven-year-olds, pupils attained above-average results compared with all schools at the higher Level 3. At the age of eleven, pupils attained average results at the higher Level 5, but had made well above average progress in relation to their prior attainment. The school anticipates that results not yet announced for the 2002 tests will continue the trend in improvement. However, there are still insufficient pupils attaining the higher Level 5 at the age of eleven. Overall there is no difference in the performance of boys and girls.
95. Throughout the school, there is a clear link between the quality of teaching and pupils' attainment and progress. Overall, teaching and learning are good. In over three-quarters of the lessons observed, teaching was good and in nearly a half of these it was very good. The majority of teachers demonstrate a good understanding of what pupils need to learn in mathematics and how they need to improve. Activities are well defined and challenging, to interest and enthuse pupils. Teaching is very clear and there is a good purposeful working atmosphere in the classes as teachers and pupils work well together to successfully achieve their goals. On the other hand, the small

proportion of unsatisfactory lessons are characterised by a lack of understanding, resulting in inappropriate activities that lack substance and challenge. As a result, pupils become confused and make little if any progress in mathematical thinking and learning. Throughout the school, pupils with special educational needs make good progress. Work is carefully planned for pupils who learn at different rates, although close attention is not always given to match work with the targets on their individual education plans. Some pupils with special educational needs are withdrawn for various activities at the same time each week. As a result they do not have the same equal access to the mathematics curriculum as other pupils in their class. In the infants, higher-attaining pupils make good progress because teachers expectations are high and their work is appropriately stimulating. However, in the juniors, higher-ability pupils are not always given work that challenges them sufficiently. As a result, they do not all reach their full potential.

96. In infant classes, pupils successfully identify number sequences when doubling and multiplying using a 100 square. They explain their mathematical thinking clearly and well, using terms such as 'multiples' correctly. Pupils use number bonds to 20 with confidence. They begin to recognise that multiplication is the inverse of division although some find this hard to understand. Teachers' high expectations enable higher-ability pupils to work confidently accurately and very quickly on impressive sequences involving fractions. However, Year 1 pupils in the mixed-age reception class do not receive the same mathematics curriculum as other Year 1 pupils. Lower expectations and lower level tasks, such as add 1 using number lines, restricts their mathematical agility and attainment. Younger pupils in the juniors develop a good range of strategies to help them solve mental mathematics and logic problems that develop their mathematical thinking well. Pupils become increasingly confident when looking for and explaining patterns and more complex number sequences, although the problems do not always challenge the higher-ability pupils sufficiently. When teaching is confusing and introduces too many strategies at the same time without clear explanation, pupils fail to identify patterns or grasp the strategies.
97. Older pupils demonstrate a good understanding of regular and irregular shapes when reflecting them in four quadrants. Their mathematical vocabulary is good and they use terms such as perpendicular, vertex and vector with increasing confidence and understanding. Very good use is made of the interactive white board when pupils demonstrate their ability to estimate and calculate decimal measures to three places. Pupils develop a very good understanding of translating and rotating shapes, explaining what they have done clearly and concisely. More-able pupils begin to grasp the idea of transforming shapes and make very good progress during lessons. In the majority of classes there is an appropriate emphasis on developing pupils' mental agility. The work in their books demonstrates that they experience a wide range of mathematical activities, including investigations, measuring and angles and a variety of graphs and data handling tasks. However, the planned use of mathematics throughout the curriculum is not well developed.
98. Where pupils are highly motivated by good teaching and interesting, stimulating tasks, they show a high level of commitment to succeed and work very hard. One boy remarked 'My mind is fizzing!'. They work together very well, sharing ideas and supporting one another. Relationships between teachers and pupils are very good, forming very constructive partnerships in teaching and learning which pupils clearly enjoy. The majority of lessons are well planned and pupils are told clearly what they are expected to learn. Most teachers have a sound knowledge of mathematics, which allows them to give clear demonstrations and explanations to enable pupils to learn and make progress in their lessons. Good use is made of the national numeracy strategy, which is having a very positive impact on pupils' learning. Teachers work

closely together to ensure that pupils of the same age in different classes receive the same curriculum. However, there are instances where this is not working as well as it might, for example, in the mixed-age reception and Year 1 class and where teachers are inexperienced. Teachers note work that needs to be reinforced or has been successful and use the information to plan work for pupils who learn at different rates. There are examples of very good marking with good evaluative comments to help pupils know what they need to do next, but the quality of marking is inconsistent. Targets for learning in mathematics are clearly displayed in classes, but pupils are not always clear about what they have to do to attain them. The two co-ordinators work closely together to monitor and analyse mathematics in the school. They are well aware of areas that need improvement and have very clear, relevant ideas to deal with them. They are both knowledgeable and enthusiastic and share a commitment to the development and improvement of mathematics in the school.

## SCIENCE

99. By the time that pupils are aged seven and when they leave the school, at the end of Year 6, the standard of their work matches the expected level. Particular strengths are the emphasis on understanding ideas, the importance of presentation and the correct use of technical vocabulary. Standards of the older pupils' work have risen since the last inspection when they were below average, but have declined for the younger pupils. The last inspection judged the work of seven-year-olds to be above average. Both boys and girls achieve as well as each other and pupils with special educational needs are included in all activities. The school gives good support to these pupils and they make good progress in this subject.
100. The 2001 results of teacher assessments made at the end of the Year 2 matched the national average, and the percentage of pupils attaining the higher Level 3 was above average. Overall, the results were below those for similar schools. In 2001, the percentage of pupils at the end of Year 6 who achieved the expected Level 4 was average. However, the percentage of pupils who achieved the higher Level 5 was well below average. Overall, standards of pupils' work by the time that they leave this school are well below those of similar schools. Yet last year's Year 6 pupils made good gains from their previous test results at the end of Year 2. Test results fluctuate from year to year. Results have been carefully analysed to identify weaknesses in order to remedy them.
101. Progress throughout the school is satisfactory, both in individual lessons and in the longer term. Over time the pupils build on what they have learned before but progress throughout the school is inconsistent. Progress, in the form of written work, is monitored regularly and some teachers respond well to their pupils' progress in lessons. For example, when pupils in the Year 2 class were very interested in reflected light and the difference between this and giving off light, the teacher pursued this area very well using the pupils' ideas and encouraging them to research. The teacher modified the plan to meet the children's needs. As a result the children made very good gains in learning. Good support is given to pupils who have special educational needs, usually within the context of the lesson. Appropriate challenges are now presented to the highest-attaining pupils, enabling them to make rapid progress through the school. However, some pupils with special educational needs in the juniors are withdrawn regularly from science lessons. Whilst the teacher makes every effort to share the exciting experiments that the class have enjoyed, they still miss half of their science entitlement.

102. The quality of teaching is good overall. It was very good in two of the seven lessons observed. It was always satisfactory and it was good in three lessons. Planning is comprehensive and teachers ensure that the needs of all pupils, including those with special educational needs, are usually met. The good quality teaching stems from a revised and very useful scheme of work that emphasises investigation. Science lessons challenge pupils to find the answer to key questions. This captures pupils' attention and challenges them to find the answers. This scheme also links well with other subjects such as English and mathematics. Teachers use time efficiently. For instance, when Years 5/6 pupils study electricity, they discuss possibilities and record their findings well. They use their information and communication technology skills when using the new 'data loggers' to record and measure the results of their tests. In the very good lessons, learning was made fun and the very good relationships developed between adults and pupils enabled the pupils to discuss and to think. The pupils felt secure and were able to mention their ideas. Throughout the school behaviour management is good and pupils listen to each other and learn from other pupils' ideas. Pupils listen to each other attentively; many volunteer to answer questions and give thoughtful answers because they know that their ideas will be respected. The relatively few weaknesses in teaching relate to the teacher's lack of confidence in this subject.
103. The co-ordination of this subject is good. The two co-ordinators have good subject knowledge. Good links have been established with a local secondary school, which means that the staff can ask their secondary colleagues for help and benefit from this extra source of expertise. Test results and the curriculum have been analysed and steps have been taken to remedy relative weaknesses, such as the development of investigative and experimental science. This year the oldest pupils are expected to meet the school's target for reaching the higher Level 5. This is slightly above last year's national average. The co-ordinators have ensured that the curriculum is broad and balanced and is enriched by visits and an after-school club for the older pupils. The co-ordinators are very keen to improve standards in this subject. However, they are given limited time to monitor the quality of teaching throughout the school and were unaware that several pupils in Year 4 missed half of their science lessons. Nationally, as in this school, science has had a slightly lower priority than English and mathematics. Since the last inspection the focus has been on English and mathematics rather than science. The school is aware that the timetable needs review, as often there is too little time left at the end of lessons for pupils to complete practical work. Also, when several classes study the same topic at the same time, resources, for example for the study of electricity, are too few. Both co-ordinators are keen to observe lessons and monitor standards across the whole school.

## **ART AND DESIGN**

104. Standards in art and design for pupils aged seven and eleven are at the expected level in lessons. Often work on display is above the expected level and shows good development of investigating and exploring ideas and materials. This is similar to the judgement of the last inspection. There is some exciting and interesting work, for example self-portraits recording and celebrating the millennium, mosaics, textiles, close observational work and studies of work by different artists. There is no significant variation between standards achieved by boys and by girls. All pupils, including those with special educational needs and those of higher attainment, make good progress.
105. Younger pupils begin to communicate their ideas and express their feelings through drawing, painting and textiles, for example, when making a collage of animals found under the sea and drawing food from still life. Pupils use wax resist and screen-printing techniques to explore paint and dyes. Pupils in the mixed reception and Year 1 class

successfully select different coloured paper and card when experimenting with paper weaving and collage for a template fish. Their co-ordination and manipulative skills improve. Pupils in Year 2 investigate the work of different influential artists, as, for example, Matisse. Using computers for research and through discussion, they build on their knowledge of his prints and collages. Then they make their own interpretations of Monsieur Loyal, Icarus, The Sword Swallower and The Clown. They talk enthusiastically about the impact of different colours and shapes. Pupils in Years 3 and 4 improve their close observational skills whilst drawing different chairs, some of which they have designed and made in design and technology. One pupil enlarged her original drawing using an overhead projector and set about drawing it to a larger scale. Pupils are aware of the work of Vincent Van Gogh and talk about the perspective and viewpoints in his paintings of chairs with increasing understanding and relate this to their own work. Others talk about Michelangelo's painting on the ceiling of the Sistine chapel and discuss how difficult it must have been for him to paint it. They were fascinated by how long it took him. On display are some sensory interpretations by Year 3 of Paul Klee's textural painting 'The Nieson' that they have successfully created in clay.

106. By the age of eleven, pupils are more confident using a wide range of media and equipment. In Years 5 and 6 they explore screen-printing and produce large-scale wall hangings depicting different symbols whilst combining their initials. Pupils also explore collage relating to the theme of water. In a Year 5 lesson, pupils discuss which materials they might use to create a city skyline. They select and explain their preferences for using different materials and arrange them quite imaginatively. Some pupils use a computer program to draw and fill in a skyline. Older pupils experiment with composition when looking at land and seascape paintings by different influential artists. Paintings show secure colour mixing techniques and good technical control when producing their own interpretations of Mondrian's abstracts. Sketchbooks are used quite well and developmentally to collate pupils' ideas. The co-ordinators justifiably want to build on their use.
107. The quality of teaching and learning is good. This is an improvement since the last inspection. Teachers are secure in their knowledge and understanding of the subject. Several teachers share their own enthusiasm for art with the pupils and as a result pupils really enjoy their lessons. Expectations of what pupils can do are usually good. Lessons are well planned and refer to a very good range and mix of techniques using different media. Literacy skills are reinforced well, with teachers and pupils consolidating the use of correct subject-specific language. Oral evaluation of work and pupils' own critical skills are developing appropriately. The balance of direct teaching skills and pupil exploration and experimentation is right. Pupils learn effectively and they are encouraged to try out their ideas. Information and communication technology contributes appropriately to pupils' knowledge and understanding.
108. Pupils' attitudes and behaviour are very positive overall. They enjoy art and are rightly proud of their efforts. Pupils listen well are motivated and work hard. In discussion they share their views and ideas and listen to each other in terms of how they might improve their work. They share equipment and media and readily help one another.
109. The leadership of the subject is good. The two co-ordinators are enthusiastic and they offer good guidance to colleagues. They know the strengths and wish to build on areas to further improve standards and provision. They are aware of the need to extend opportunities and awareness of art from non-western cultures and the need to further promote the use of information and communication technology within the subject. The school has a fine tradition of regular Arts Weeks. During this period artists, visiting craft persons and parents are invited to work with pupils. Records show that this is an

exciting time and the work exhibited is of a high standard. The co-ordinators have plans to hold workshops for teachers to build on their existing skills. A portfolio of work is also in place to assist teachers. Curriculum planning has improved to incorporate good practice and a range of media opportunity for pupils. Assessment opportunities are at early stages of development; the co-ordinators are aware of the need to develop this. The co-ordinators monitor planning, but not as yet teaching and learning. Resources are good and are of good quality, as is the accommodation. Many of the displays around the school are attractive, informative and of high quality. The overall improvement since the last inspection is good.

## **DESIGN AND TECHNOLOGY**

110. Standards of work are above the expected level by the time that pupils are seven years old and are in line with expectations by the time that they are eleven. The standards noted in the last inspection have been maintained for the older pupils and improved for the younger ones. This judgement has been reached as a result of observing four lessons across the school and examining books and samples of work. All pupils, including those with special educational needs, make at least satisfactory progress in this subject.
111. The quality of teaching observed was good in the infants and satisfactory in the juniors. It was excellent in the single-age class for seven-year-old pupils. In this class the pupils are excited by their work and are encouraged to reason and reflect on their ideas. Consequently, they produce good work over time. They plan their work carefully to a design brief, have and share many ideas and label their drawings clearly. The models produced using wind-up mechanisms to move a model spider are well executed. Several pupils modified their design to use a cotton reel instead of a toilet roll for this mechanism as it 'was stronger'. Generally, throughout the school, the teachers encourage their pupils to plan and evaluate the success of their work. Good links are made with science work, for example batteries are used in the lighthouses made in Year 1 and controllable vehicles made in Years 5 and 6. However, teaching of the older pupils is inconsistent and in some year groups the pupils produce little work. Consequently, the pupils do not build steadily upon the knowledge and skills learned previously and progress from Year 2 is insufficient. Whilst in the mixed-age years 5/6 class, pupils design and produce a good variety of slippers, most pupils in the Year 6 class did not know how to produce a strong frame using 'jinx' joints. In some lessons for the older pupils, too much time is spent talking at pupils and insufficient time is given to enable the pupils to develop and execute their ideas.
112. There is now a suitable scheme of work to help the teachers plan but much of the improvement in standards for the younger pupils is due to the teachers' commitment to teach the children well rather than from the help given by the subject co-ordinators. Neither co-ordinator is confident with this subject; the previous co-ordinator received training before leaving the school. Leaders of this subject have changed frequently over recent years and, with the introduction of the numeracy and literacy strategies, design and technology has been a low priority. Consequently, the co-ordinators have had limited time to monitor the quality of teaching and learning in this subject. Plans are examined against the scheme of work. The co-ordinators are aware of the strengths and weaknesses within the school and have written a clear action plan to address weaknesses. The small cooking facility was observed in use for a good 'after-school' club during the inspection. The subject is currently under-resourced and under-funded. There are too few working tools such as saws and these are not easily available. The co-ordinator agrees that too few links have been established with information and communication technology and that more time could be given for practical work if lessons were blocked.



## **GEOGRAPHY and HISTORY**

113. Standards in both geography and history are satisfactory and broadly in line with the expected standard by the end of Year 2 and Year 6. This represents a similar picture to the last inspection. Pupils acquire skills and knowledge steadily across the school although the rate of acquisition varies between year groups. Both subjects receive less breadth and depth of coverage in Year 6, where there is an increased emphasis on the core subjects of English and mathematics. Pupils, including those with special needs and higher-attaining pupils, make satisfactory progress over time.
114. In the one history lesson observed, pupils in Year 2 were beginning to identify similarities and differences between their holidays and those taken by their parents and grandparents as children. A stimulating wall display, incorporating family holiday photographs brought in by pupils, provided a good focus for discussion. Pupils were proficient in thinking up and writing searching questions to ask their parents. The use of homework to extend pupils' understanding of the topics being studied is a successful feature of much of the teaching in both geography and history. The school's structured involvement of parents in their children's learning is instrumental in developing pupils' sense of chronology and awareness of the world. In Year 4, pupils had to make a list of foods in their local supermarket that originated in Africa, while in Year 5 pupils have to discuss with their parents different ways of travelling to India.
115. The school also makes good use of the immediate locality as a focus for work in geography. A stimulating display in Year 4, contrasting Wadhurst with a nearby small village, provided a good starting point for map-work on the local area. Pupils quickly understood the network of local communications and could write simple route directions based on local Ordnance Survey maps. Good links with work on invaders and settlers in history informs pupils' understanding of the derivation of local place names. Pupils in Years 5 and 6 are looking at a village in southern India, contrasting it with their own locality. Pupils use secondary sources of evidence to build up a picture of life in India and are beginning to evaluate evidence from a range of sources. Good displays again support pupils' learning.
116. The quality of teaching in the lessons observed was never less than satisfactory and often good. The scrutiny of pupils' work indicates good and in-depth coverage of a limited number of topics. A good balance between information and skills development is maintained and effective links between geography and history are established and developed. Pupils' literacy skills are effectively developed through pieces of extended writing and their number skills regularly applied in work on co-ordinates and scale. The use of information and communication technology to support learning in geography and history is underdeveloped.
117. The subjects are managed effectively by one enterprising and enthusiastic co-ordinator who has already initiated some development of the subjects and has been instrumental in raising their profile in the school. She is aware of the need to ensure appropriate curriculum coverage in Years 5 and 6. The scheme of work is based on National Guidelines but has been developed to give it more relevance and overall coherence. The progressive development of skills is built into the planning and pupils' books are monitored to ensure that effective teaching of skills as well as information is taking place. Teachers are encouraged to evaluate the planning and to modify it as appropriate. There are no whole-school procedures for recording pupils' progress in geography and history, but teachers undertake individual assessments at the end of each topic. A portfolio of un-moderated work is maintained by the co-ordinator.

118. Resources are good and include a wide range of local history materials. Good use is made of the museum loan service to provide original artefacts. The curriculum is enhanced by a range of visits, for example to the British Museum when studying Ancient Egypt and to Battle Abbey when investigating invaders and settlers in Britain. Residential visits to the Isle of Wight or Lyme Regis have a specifically geographical and historical focus.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

119. Standards in information and communication technology are below the expected level by the age of seven and eleven when pupils leave the school. Attainment for pupils with special educational needs is also below average. There is no significant difference in the attainment of boys and girls. Although this appears to be the same picture as at the previous inspection report, great strides have been made towards addressing the key issue of raising standards in information and communication technology, with the provision of adequate resources the first stage in the improvements. Until two weeks before the inspection, all pupils had relatively restricted access to computers in their classrooms. They are now all fully included in class lessons in the computer suite.
120. With the opening of the new suite pupils have begun to have direct teaching in whole-class lessons, which is already having an impact where teachers have the confidence to use the very new equipment. However, some teething problems have yet to be resolved. The effectiveness of staff training has yet to be fully tested; the school is following the local education authority's guidelines in terms of supervised access when using the internet for independent research skills. The sharing of the suite with the library has yet to be organised in such a way as to make the most of both resource bases.
121. Pupils in the infants use the computers in the classroom very successfully when creating a graphic score to record their ideas in music. They write carefully sequenced instructions for a Roamer and create interesting pictures using developing mouse control. They have started to use the computers in the suite to draw graphs. They grow in confidence and use the computers in class to explore ideas, but have been restricted in their progress by the limitations of the equipment available until very recently. When given the opportunity, pupils in the juniors apply their literacy skills successfully through word processing. However, many are still at the level of experimenting with different fonts and colours for text writing. Older pupils begin to learn how to use spreadsheets but are not yet fully competent or independent in their work. Pupils in one Year 6 class have started to develop their own web site. After such a short time using the suite this is clearly a developing feature. They are also beginning to learn how to use computers to make presentations. Again, this is at a very early stage of development. Data loggers are used in science and to sense temperatures and noise around the school. Pupils are intrigued by the resultant graphs but they have not yet had time to fully experience and understand the use of this resource. Throughout the school the pupils' work reflects the very recent acquisition of the computer suite, and the determination of the teaching staff to make the most of their new resource.
122. In lessons pupils enjoy their work. They are very interested in items such as the data loggers. They are keen to learn and concentrate hard. However, for some, the swivel chairs in the computer suite are still a distracting novelty. Many are still understandably somewhat lacking in confidence and skills.

## MUSIC

123. Standards in music are above the expected level for pupils at the ages of seven and eleven. This maintains the judgement at the previous inspection. There is no significant variation between standards achieved by boys and by girls. Pupils with special educational needs and those of higher attainment make good progress. In lessons and assemblies, pupils sing well and maintain good pitch. They confidently perform to others. They know the words to a variety of songs and generally sing in unison. Pupils follow instructions well, as, for example, in a junior hymn practice when taking breathing exercises before singing. Eighty-six pupils receive instrumental music lessons and they are making good progress.
124. By the age of seven, whilst listening to a story about 'Molly', pupils play percussion instruments such as tambourines and maracas to represent the different sounds of horses hooves, walking in the sand and sea gulls. Pupils take turns sensibly and listen carefully. They can sing along to pre-recorded music tapes with increasing control. In the mixed reception and Year 1 class, pupils try hard to identify different instruments such as a guitar but confuse this with a harp, recorder and piano; they do not yet readily recognise the sounds that different instruments make. When the teacher plays chime bars they can recognise high, middle and low notes. Using graphic scores they try to record this. In Years 1 and 2 pupils confidently use graphic scores and create and perform their own short compositions. They experiment with percussion instruments and explore and record the different sounds they make. They are quite able to structure a short composition that has a beginning, a middle and end to good effect. Pupils are also quite confident evaluating in each other's work and as a result the quality improves. They use words such as tempo, pitch and dynamics with increased understanding.
125. Older pupils sing more complex songs, and the overall standard of singing is good. Pitch is well established and their vocal range is developing. Pupils in Years 5 and 6 understand the Pentatonic scale; they know that penta means a five-note scale and that tonic means notes or tones and they relate this to their mathematical knowledge. They explore the scales using glockenspiels, xylophones and chime bars and begin to understand that compositions have a clear structure. In pairs they play a question and answer sequence and several extend this to the 'Arriba'. Pupils use appropriate music technical vocabulary, several sight-read and refer to the beats and rests and understand different note values. All Year 3 pupils have the opportunity to play recorders and several pupils regularly perform at assemblies playing either from memory or reading formal notation. Pupils with special educational needs are fully integrated into lessons and make good progress.
126. Pupils' attitudes to the subject are extremely positive. They are really interested and are often absorbed by what they are learning. When working in groups they all contribute sensibly, show respect for instruments and have the confidence to perform their compositions to the rest of the group. They are very well behaved and show respect for their teachers. They are also good in the role of audience.
127. The overall quality of teaching is good, a proportion being very good. Teachers are very secure in their knowledge and understanding and readily play and sing along with pupils. The after-school choir is popular and good fun. Lessons are brisk and move with pace and pupils respond well. Learning is made fun and it is consolidated through the very good use of questioning. Good warm-up strategies are used when singing and the importance of breathing correctly is reinforced. Lessons are well planned and packed with different and challenging activities. Learning objectives are clear and are shared and reinforced with the pupils. Good opportunities are provided for pupils to

perform and to evaluate each other's work. Independent learning is encouraged, allowing pupils to explore different sounds and develop compositions with a musical structure. Teachers enable and praise pupils well for their efforts. The overall quality of teaching has improved since the last inspection.

128. The two co-ordinators manage the subject well and their skills are complimentary. Both are music specialists and their enjoyment enthuses the pupils. They offer good support to colleagues who are less confident and often work alongside them to help them develop professionally. In this way they also monitor and evaluate the quality of teaching and learning first hand. They are clear about future developments and the need to maintain the current high standards. Resources for the subject are good, with a range of tuned and untuned percussion instruments that support pupils' progress and their musical and creative development well. Music contributes significantly to the Arts Week held at the school. Various performers, musicians and instrument makers are invited to enrich this programme. The school has also borrowed steel pans from a local secondary school. The co-ordinators have cited greater use of information and communication technology as an area for development and this is appropriate. There are many opportunities for music enrichment through peripatetic lessons, two choirs, a recorder ensemble and, up until very recently, a school orchestra. Music has a high profile throughout the school.

## **PHYSICAL EDUCATION**

129. Standards in physical education meet expected levels for pupils at the ages of seven and eleven. This maintains the satisfactory picture at the previous inspection. There is no significant variation between standards achieved by boys and girls. All pupils participate and are fully included in lessons. Pupils with special educational needs reach attainment in line with other pupils and make satisfactory progress. In Year 3, almost three-quarters of pupils can swim 25 metres unaided, which is well above the expectations for pupils of this age. Swimming lessons continue throughout the juniors two and by the end of Year 6 virtually all the pupils can swim 25 metres unaided and many are very proficient swimmers.
130. During the inspection, lessons were observed in games, athletics, dance and swimming. It is clear from the teachers' planning that the school provides the full curriculum for physical education. By the end of Year 2, pupils demonstrate a good awareness of space and changing directions as they move around the hall. They balance well on different parts of their bodies and develop good sequences of movements based on different shapes. They are beginning to understand the effects that exercise has on their bodies such as the heart pumping faster. Pupils in the juniors learn how to pass on batons when racing, although many find it hard to complete the action smoothly. They develop sound skills in throwing and receiving balls and use their skills to good effect in small team games. By the end of Year 6 pupils understand the reasons for, and can explain the importance of, 'warm up' and 'cool down' at the start and end of the lessons. They understand the need for physical exercise in order to stay fit and healthy and are aware of safety issues relating to physical activities such as the need to tie hair back and remove earrings. All pupils in the juniors have the opportunity to attend an adventurous residential visit. This develops good personal and social skills as well as enriching the physical education curriculum.
131. The quality of teaching in physical education ranges from satisfactory to very good and the teaching of swimming is excellent. No unsatisfactory teaching was seen. The excellent teaching is due to a very high level of teacher skills that is shared very successfully with the pupils. As a result they make very good progress both in lessons

and over time. In all lessons, teachers constantly support and encourage pupils to improve skills and techniques. Pupils enjoy lessons, work hard and make sound progress.

132. The co-ordinator is very enthusiastic and keen to develop physical education throughout the school. She has already done much to raise the profile and improve the status of the subject. The latter includes building links with the local community, such as the tennis club, and with other schools via sporting competitions. Strong links have been made with the local secondary school which coaches older pupils in basketball and cricket. A strength of the school is the wide range of well-attended extra-curricular sporting activities such as athletics, rounders, cricket and netball. In addition, the local secondary school offers opportunities for pupils to join in sports activities after school. There is a satisfactory range of resources for physical education. There is a large field for athletics and games although this was not in use during the inspection due to the wet weather. The hall is an adequate size although the older pupils do not have much room for vigorous movement. However, the hall floor is not always clean enough for pupils to work in bare feet due to crumbs and sticky patches following lunchtime.

## **RELIGIOUS EDUCATION**

133. Standards in religious education meet the expectations of the locally agreed syllabus when pupils reach the ages of seven and eleven. This maintains the position at the previous inspection.
134. Pupils in the infants develop an insight and understanding into other religious beliefs when they learn about the importance of the Torah to Jews. They begin to understand that people may have different beliefs and views that need to be treated with respect. Pupils are successfully introduced to characters and stories in the Old Testament. They recall the story of Moses, which they know well, and consider his importance as a leader. They have good ideas of the qualities needed by leaders and volunteer words such as 'loyal', 'brave', 'honest' and 'considerate'. However, although they develop a good understanding of Judaism, it is of a factual nature and they have little understanding of what it means to be a Jew. Older pupils in the juniors learn about aspects of Jesus' life. They learn about him as a teacher, leader and sufferer, and try to understand what it means to be let down by friends. When Jesus' story is told sensitively they become deeply absorbed and reflect seriously upon the nature of Peter's denial and Judas' betrayal. A scrutiny of pupils' work demonstrates that they learn about the features of other religions such as places of worship, deities and prayer in Hinduism. However, they have very limited experiences with people of other religious groups and there is insufficient emphasis on what it actually means to be a believer. They visit the local church and the vicar and curate are familiar and welcome visitors to the school when they lead assemblies. However, there are few visits or visitors from other faith groups to bring other religions alive for the pupils, reflecting the limitations within the locality.
135. All pupils including those with special educational needs are fully included in lessons and very interested in their work, especially when it is presented to them in a sensitive or thought-provoking manner. As a result they make satisfactory progress in knowledge and understanding of religious beliefs as well as developing their own self-knowledge. Assemblies make a positive contribution to their religious knowledge and understanding, as, for example, when the story of Samuel is told in a way that grasps their attention and helps pupils to understand its meaning.

136. The quality of teaching is satisfactory and sometimes good. Teachers are confident about their factual knowledge and encourage thoughtful discussions. As a result, pupils listen well and begin to develop a good knowledge of religious beliefs. Some more sensitively led lessons and assemblies make good contributions to pupils' spiritual development. However, not all lessons provide such good opportunities for reflection. The curriculum planning for religious education follows a blend of the locally agreed syllabus and Curriculum Guidance 2000. Due to the reorganisation of the combined information and communication technology suite and resources area it is not possible to make a secure judgement about resources for religious education. There are several boxed resources representing different faiths housed in the hall storage area. The curriculum leaders are keen and knowledgeable. They provide effective support and role models for their colleagues.