

INSPECTION REPORT

UPPER BEEDING PRIMARY SCHOOL

Upper Beeding, Steyning

LEA area: West Sussex

Unique reference number: 125857

Headteacher: Mrs Frances Williamson

Reporting inspector: Mrs June Punnett
17826

Dates of inspection: 7 – 10 May 2002

Inspection number: 195255

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	School Road Upper Beeding Steyning West Sussex
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Rowland
Date of previous inspection:	June 1997

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11190	Winifred Burke	Team inspector	Art and design	How good are curricular opportunities?
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			Geography	
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			History	
			Equal opportunities	
22831	Clive Lewis	Team inspector	Foundation Stage	
			Mathematics	
			Information and communication technology	
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			English as an additional language	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Upper Beeding Primary School is a large school that educates boys and girls aged between four and 11. It serves a community in the village of Upper Beeding, north of Steyning in West Sussex. During the term of the inspection, there were 45 children in the Foundation Stage. In total, there are 326 full-time pupils on roll divided into 13 class groups. Seven per cent of pupils are from traveller families. There are fewer pupils on roll than at the time of the last inspection. Children enter the school with broadly average levels of attainment, although there are wide yearly variations. There are more boys than girls in Year 2, and more than 50 per cent of this year group are on the special educational needs register. Very few pupils speak English as an additional language. About nine per cent of the pupils are entitled to free school meals, which is below the national average. Approximately 24 per cent of pupils are identified as having special educational needs, including statements, which is above the national average. During the last school year, 11 pupils entered the school other than at the usual time of first admission and 12 left it at times which were not those of the normal leaving or transfer for most pupils. This degree of mobility is not unusual for this school.

HOW GOOD THE SCHOOL IS

Upper Beeding is a good school, and it is popular with parents and pupils. The headteacher gives clear educational direction, and this contributes to the good environment for learning and the standards achieved by pupils by the age of eleven. The governing body supports the school well. The quality of teaching is good overall, with very good teaching in the Reception classes. Pupils are sensitively looked after, and there are good opportunities for extending pupils' spiritual, social, moral, cultural and personal development. These strengths, together with the inclusion of all members of the school community and careful financial management, mean that the school provides good value for money.

What the school does well

- Standards in science, art and design, design and technology and music are above average by the age of eleven.
- The quality of provision in the Foundation Stage gives children a very good start to their education.
- The quality of teaching is good overall, and very good in the Foundation Stage.
- The headteacher gives clear educational direction to the school, and this is reflected in the good ethos and culture of team working.
- The school's overall good provision for pupils' spiritual, moral, social and cultural development is reflected in the pupils' good attitudes to work and the very good relationships between pupils and adults.
- The very good provision of extra-curricular activities means that pupils have many opportunities to develop further their skills and knowledge.
- Very good standards of behaviour in the juniors enable pupils to make the most of their opportunities.
- The school has developed a very good partnership with parents, which supports pupils' learning well.

What could be improved

- The proportion of pupils attaining the national levels in reading, writing and mathematics by the age of seven is too low.
- Assessment procedures and practices lack clarity, affecting the school's ability to monitor standards. As a result, pupils do not always make enough progress in their learning.
- The role of subject co-ordinators in ensuring high standards in their subjects is not well developed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and, since then, it has made good improvements in most areas. Good improvements have been made in the standards of work in information and communication technology, and attainment by the age of eleven is in line with the national expectation. In-service training has improved teachers' knowledge and skills, resulting in better planning of information and communication technology across the curriculum. The resources have improved, and this has led to increased opportunities for pupils. The quality of education in the Foundation Stage has improved because of the development of a clear policy for the Early Years. The school shares curriculum and other information with parents very well, and this encourages all members of the school's community to become involved in their children's education. Target setting for individual pupils has improved, although pupils are not always aware of what is expected of them. The need to improve assessment practice has been identified by this inspection. The quality of marking is very good in some classes, but is inconsistent across the school. The school has a good capacity to continue to improve.

STANDARDS

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

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

Key

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

Standards in English in 2001 are not as good as they were in 2000. In mathematics and science, standards are average when compared to all schools. However, in mathematics, standards are below average when compared to similar schools. The school did not meet its targets in English or mathematics in 2001, but is likely to meet the 2002 targets for both English and mathematics. Standards in English and mathematics are broadly similar. In science, standards exceed the national average. The standards attained by pupils in information and communication technology are in line with expectations. The expectations of the locally Agreed Syllabus for religious education are met. In art and design, design and

technology and music, standards exceed expectations. The standards found in all other subjects, including religious education, are satisfactory.

The current Year 2 pupils are attaining well below average standards in reading, writing and mathematics. Their work in science, and all other subjects including religious education, is in line with those expected for pupils' ages. The exceptions are information and communication technology and music, where standards are below expectations.

Children in the Foundation Stage attain average standards overall. Most are on track to achieve the 'Early Learning Goals' in all areas of learning by the time they are five.

All pupils, including those with special educational needs, make good overall progress in their learning. Higher-attaining pupils, and those who are gifted and talented, make satisfactory progress in their learning, because of the support they receive. Pupils with English as an additional language have sufficient competency in English to access the curriculum without extra support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen learners and show enthusiasm for their work.
Behaviour, in and out of classrooms	Good. Pupils behave sensibly in assembly and show they understand the school's expectations of them. Most behave very well in class and in the playground, because of the wide range of activities that are on offer.
Personal development and relationships	Relationships between staff and pupils are very good. Pupils mostly work well together and take responsibility with enthusiasm. Pupils' personal development is good.
Attendance	Satisfactory. Very few pupils arrive late for school.

Pupils mostly concentrate well, work hard and are eager to learn. Behaviour in the juniors is very good overall, and makes a strong contribution to learning.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and promotes the learning of all groups of pupils well. In Key Stage 2, excellent teaching was seen in English, design and technology and music lessons. Overall, it is good in all subjects, although satisfactory lessons were seen in English, mathematics, science, history, physical education and information and communication technology. Unsatisfactory teaching was seen in some English and music lessons, as a result of teachers' lack of subject knowledge and the insufficient attention paid to pupils' skills development during the lessons. Where teachers' marking sets clear improvement criteria, it is a strength of the teaching, as it helps pupils to improve their work. The weaker aspects in the teaching include some time slippage at the start of lessons, which

means pupils miss some of their curriculum entitlement, lack of pace and the unsatisfactory organisation of lessons.

In Years 1 and 2 teaching is good in English, mathematics, art and design, design and technology, music, geography, and religious education. It is satisfactory in science, information and communication technology and history. Weaker aspects of teaching in this key stage include the provision of work appropriately matched to pupils' abilities, the pace of lessons, and behaviour management. Teachers' day-to-day lesson planning clearly identifies what pupils are to learn and makes good provision for pupils of all abilities within each class.

The quality of teaching is very good in the Reception classes. Particular strengths are the teachers' knowledge and understanding of the phase and the very good relationships with the children established by all staff.

The quality of the teaching of literacy and numeracy is good. Pupils' creative skills are well developed, because of skilled teaching, in art and design and music. The strengths in pupils' learning are their keenness and enthusiasm for learning. Additionally, the good teaching of basic skills provides opportunities for pupils to put their new learning into practice. The teaching of pupils with special educational needs is good. Pupils with English as an additional language require no extra help and have full access to the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides an interesting and worthwhile range of learning experiences for pupils. Very effective strategies are in place for literacy and numeracy, and these are reflected in the progress made by the pupils.
Provision for pupils with special educational needs	Satisfactory. Pupils are well supported and provided with appropriate work.
Provision for pupils with English as an additional language	Satisfactory. The very few pupils with English as an additional language are able to access the curriculum without additional help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' social and moral development is very good. These aspects make an important contribution to pupils' personal development. Exciting activities such as the recent 'arts week', and the importance of music in the school are playing a significant part in promoting pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	Good. This is a caring school. The procedures for monitoring behaviour are very good and lead to good standards. Assessment of pupils' progress is used satisfactorily to guide teachers' planning. The school is aware of the need to improve assessment practice. The procedures for monitoring and promoting good attendance are very good.

The curricular provision, including that for personal, social and health education is good. Extra-curricular provision is very good. Parents are very well involved in their children's education, and the school's links with parents are very strong.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led. The headteacher gives clear educational direction, and receives good support from all staff. The aims of the school are well reflected in its work. Pupils and staff are happy to work in this school as a result of the good supportive atmosphere. However, the curriculum co-ordinators, some of whom are new, have insufficient impact on raising standards in their subjects.
How well the governors fulfil their responsibilities	The governors are an asset to the school and are well led by an informed chairperson. They are knowledgeable and have a keen interest in the school's success. They work very well with the headteacher and staff, who value their contributions.
The school's evaluation of its performance	Satisfactory. The school has good individual tracking procedures in place. However, data analysis of the performance of specific groups of pupils is not fully in place, and this limits their progress. There has been some monitoring of teaching by the head and deputy. Most of the curriculum co-ordinators lack the monitoring skills necessary to monitor teaching in their subjects effectively.
The strategic use of resources	Good. Resources are used well. The use of funds for pupils with special educational needs is good and results in pupils attaining as well as they can. The governors have sensible plans for their 'carry forward' balances, and are beginning to make judgements about the effectiveness of their spending.

The school is well staffed with skilled teachers. Learning support staff benefit from good quality training opportunities. The accommodation supports pupils learning well, although the library is an area for further development. Resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • Teaching is good. • How the school 'knows' the children. • The strength of music at the school. • The happy atmosphere • The extra-curricular activities. 	<ul style="list-style-type: none"> • A few parents are unclear about targets in pupils' annual reports.

Parents are very pleased with the school's provision, and very few negative comments have been made. The inspection team agrees with parents' positive comments. The team agrees that in the past there have been inconsistencies in target setting in the children's reports, but this has improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children who enter the Foundation Stage have average attainment, although there are wide variations from year to year. The quality of teaching and learning is very good overall and the children achieve well. By the end of the Reception year, most children are on course to meet the recommended national targets in respect of in their personal, social and emotional development, language and literacy, and mathematical development, creative and physical development and their knowledge and understanding of the world. The children become increasingly independent and organise themselves in a responsible way. They are confident and take part in discussions eagerly. Their love of books is evident and most children can listen to stories for extended periods of time. They are very well aware of the need to behave well and most manage to do so in the classrooms, outdoors in the play areas and during physical education lessons in the school hall. The quality of their personal, social and emotional development throughout the Foundation Stage is particularly good. All staff work hard as a team to promote very good attitudes in the children and motivate them to participate in all activities. Those with special educational needs are particularly well supported and make appropriate progress in relation to their prior attainment.
2. In the end of Year 2 tests, in 2001, compared with all and similar schools, standards in reading and writing were well below average. In mathematics, standards were below average. The science assessments made by teachers in 2001 were broadly average. The trend in standards in these tests and assessments since 1999 shows a pattern of improvement in mathematics, a sharp drop in writing and a more gradual decline in reading. There are no significant differences in the attainment of girls and boys, although, over time, girls have performed less well in the reading tests.
3. On the evidence of inspection, pupils by the end of Year 2 achieve well below average standards in reading, writing and mathematics below average standards in speaking and listening and have well below average literacy skills. In science, pupils attain average standards. Pupils' mathematical and numeracy skills are well developed, and nearly all pupils are confident in using numbers. In science, pupils have a good knowledge and understanding about how plants grow, and know how to conduct a fair test. Standards in information and communication technology are below average; in music and religious education they are below expectations. In art and design, geography, history, design and technology and physical education, they are in line with expectation. Compared with the findings of the school's last inspection, standards are not as good as they were in reading, writing, mathematics, science, art and design, design and technology, history, geography, music, physical education and religious education. These findings reflect the high proportion of pupils in the year group who have special educational needs. They also reflect the very low attainment of this group of pupils in their social, language and mathematical development when they entered the school. Although standards are well below average in key areas, the pupils have made good progress.
4. By the age of 11, in both mathematics and science, pupils performed similarly in the 2001 national tests to how they had done in 2000. Standards were then in line when compared to all schools, but below average in mathematics when compared to similar schools. In English, standards in the 2001 national tests were below average when compared with all and similar schools. Two per cent of pupils attained the higher Level 6 in both English and mathematics. In all three subjects, the proportion of pupils attaining the higher Level 5 or above was above average. Since 2000, the trend shows a drop in English and mathematics standards with a less marked difference in science standards. Over time the decline in standards has been less marked than the national trend.

5. On the evidence of inspection, by the end of Year 6, pupils attain below average standards in English, average standards in mathematics, and above average standards in science. Speaking and listening skills are below average. In information and communication technology, standards are in line with expectations. In music, art and design, and design and technology, they are above expectations. In all other subjects, including religious education, they are in line with expectations. Compared with the last inspection, there has been a good improvement in information and communication technology. In art and design, design and technology, geography and religious education, standards are similar, but standards are lower in all other subjects.
6. Pupils with special educational needs make good progress. The lack of social skills and speech and language difficulties amongst the current Year 2 is the key factor in lowering attainment. However, the progress of these pupils since they started the school is clearly logged in their files in the Learning Support base and they have made demonstrably good progress in almost all curriculum areas in relation to their very low prior attainment. In other years, attainment of the year-group is not so significantly skewed as in Year 2, because the balance of higher and lower attaining pupils, including those with special educational needs, is more even.
7. Pupils with English as an additional language and those from minority ethnic groups all make good progress. The school has plans to analyse their attainment to establish if there are significant differences between their performance and that of other groups of pupils.

Pupils' attitudes, values and personal development

8. Pupils want to come to school: they enjoy their lessons and participate very enthusiastically in the wide range of clubs and musical activities provided. In each year group there are some pupils who have little experience outside the home before starting school. These pupils are slower to learn the usual social skills, such as sharing or waiting to speak. Through the consistent and calm approach of all the adults in the school, they learn to become a part of their class, and join in the activities. This is particularly notable in the current Year 2. One group of seven-year-olds listened carefully to instructions in playing a more complicated version of the game 'Simon says'. This was good practice for those with poor listening skills and concentration, and fun for the rest of the class.
9. As a result of the very clear, regular routines and expectations which are set in the Reception classes and maintained throughout the school, children are confident in their surroundings, moving to their chosen task or activity independently. They are interested, excited and motivated to learn, and confidently try out new activities. Children demonstrate an understanding of basic rules, taking turns and remembering to put up their hands to answer a question. They are able to concentrate for lengthening periods, sitting quietly and alertly on the carpet and in whole-school assemblies, in introductions to lessons, and when involved in a task. Children seek help appropriately when they need it and recognise feelings of 'happiness' and 'sadness' when an item is lost and found. They respond positively and confidently to a range of experiences, forming relationships, taking turns, sharing and co-operating well, and paying an appropriate amount of attention to the task given to them. Children become involved in the classroom routines, such as clearing away after activities, and demonstrate care, respect and affection for other children. They develop good relationships with their peers and with adults, taking turns and sharing appropriately. They approach activities

enthusiastically and positively and behave well both within the classrooms and around the school.

10. Pupils' good attitudes and good behaviour improve during their time in school. In most lessons pupils behave well in class, their concentration is good and this enhances their learning. This is because teachers have good strategies for managing pupils' behaviour. Older pupils respond particularly well when given a challenge, and this helps to raise their achievement. Very occasionally, challenging behaviour is not well managed, so that the classroom is disrupted and the pace of the lesson slows down.
11. Relationships between pupils and between pupils and teachers are very good. Teachers consistently set models of good manners, show patience and use an ordinary speaking voice, and pupils respond well to their examples. There is no shouting and pupils speak politely with each other. Some teachers use humour well to ensure good learning. This was particularly effective in a revision session. Pupils work together very well in class, particularly in practical activities, where they work responsibly without needing supervision.
12. The unusual arrangement whereby pupils eat lunch in their classrooms works well. No time is lost queuing up to eat and, because they take pride in their classroom, they make little mess. Play at break time is enhanced by the fact that juniors and infants have separate times, and so both have the whole area in which to play. Behaviour is very good. There have been no exclusions for many years, and pupils report no bullying. Behaviour in the playground is almost as good as in the classrooms, helped by the fact that play is supervised by the classroom assistants who know the pupils well.
13. Only eight pupils each year have duties as house captains, but they undertake their roles seriously and are well aware of their responsibilities and duties. Other pupils volunteer for whole-school tasks in the library and assembly. Each class elects school council members to serve for the year, and they take their duties seriously, meeting frequently and reporting back to their class. Guided by the deputy headteacher, this group serves the school well. Its informality allows pupils of all ages to contribute, to work towards a consensus, to take ideas from their class and to see them through to fruition. They are currently working on ideas to improve playtimes.
14. Pupils show a keen awareness of environmental issues. They were particularly attentive during assembly when the headteacher's story related well to their own lives and challenged them about leaving litter. Participants and observers enjoyed the Friday class assembly, continuing the environmental theme when a junior class told the story of the rain forests and how the school could help to protect them.
15. Most pupils with special educational needs display positive attitudes and behaviour and enjoy their learning. They work well in small groups for withdrawal sessions, or individually with learning support teachers or assistants. Only rarely does the behaviour of some individual pupils with emotional and behavioural difficulties, mostly in Year 2, disturb the learning of others, and this situation is well managed by class teachers or other adults. The very few pupils with English as an additional language blend very well into groups and are indistinguishable from their peers in class.
16. Pupils are naturally caring toward each other. They will take an injured pupil to an adult for attention. Older pupils play alongside younger ones at lunch, an arrangement that both enjoy and benefit from. Pupils from traveller families and other minority ethnic groups are fully integrated into school life.

17. Attendance and the rate of unauthorised absence are in line with that of other schools nationally. The school reports its annual statistics correctly as required. Attendance is two per cent lower than three years ago: this may be because three pupils (currently supported by the education welfare officer) have attendance records giving cause for concern. Systematic monitoring has improved the attendance of another group of pupils. Only a few children arrive late for school each day.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching and learning is good across the school, and very good in the Foundation Stage. This judgement is an improvement on the findings of the school's last inspection when the quality of teaching was found to be sound and often good. In the 1997 inspection, nine per cent of the teaching was judged to be less than satisfactory. During this inspection, 86 lessons or parts of lessons were seen. The quality of teaching was excellent in three per cent of these lessons, very good in 19 per cent, good in 48 per cent, satisfactory in 27 per cent and unsatisfactory in two per cent. The quality of learning closely mirrored these figures. The teaching makes identical provision for the needs of boys and girls and for pupils of different ethnicity. The school's need to provide for pupils with English as an additional language is very small. These pupils are well beyond the early stages of English acquisition and learn as well as others. They can access the full range of the curriculum with no difficulties.
19. Teaching in the Foundation Stage is very good. The very good quality and range of learning opportunities provided and the ongoing assessment of pupils' progress lead to pupils making good progress. Teaching is very well founded on the Early Learning Goals for pupils under five years of age, and is characterised by very good teamwork and liaison between the Foundation Stage co-ordinator, the class teacher and the hard-working, well-qualified and enthusiastic teaching assistants. Staff plan together and resource a very good range of well-supported, interesting and challenging activities, indoors and out. All staff provide good models of appropriate behaviour, and pay constant attention to the development of speaking, listening, personal and social skills. The teachers manage pupils very well, have high but realistic expectations, and use teaching methods which inspire curiosity and learning.
20. At the time of the last inspection the quality of teaching in the Reception class was judged to be sound, with a fair proportion of good and very good teaching. During this inspection, seven observations of the teaching of children in the Foundation Stage were made. Four lessons were judged to be very good, and the remaining three, good. This is a good improvement since the last inspection. Teachers' planning and expectations for what children can achieve are very good, and make a significant contribution to the progress made by the children. Basic skills are taught well, and the management of children and use of support staff are other strong areas of the teaching. The curricular provision provides sufficient opportunities for pupils to display their ingenuity, imagination and independence in learning. The use of day-to-day assessment is very good. It is sufficiently regular and systematic in approach that strengths and weaknesses are clearly identified in order to assist the next step of the children's learning. These factors help children make good progress.
21. In Key Stage 1, the quality of teaching and learning is good overall and promotes good progress. This judgement is similar to that made when the school was inspected in 1996. Twenty-eight lessons were observed in this key stage during this inspection. Fourteen per cent were judged to be very good, 50 per cent good and 32 per cent satisfactory. In the key stage as a whole, the quality of teaching and learning is at least satisfactory in all subjects, including the teaching of literacy and numeracy. In

information and communication technology it is good. By the age of seven, most aspects of learning are satisfactory. There are no particular strengths, but the pupils' lack of concentration and independence are weaknesses.

22. A Year 1 literacy lesson based on a forthcoming visit from a 'gardener parent' illustrated the strengths of the teaching in this key stage. The lesson was well planned and took account of the fact that the pupils had been sitting in assembly for a long time. The good quality of the relationships in the class enabled pupils to contribute effectively to the shared 'question writing'. Most pupils wrote simple sentences with recognisable spelling, the more able pupils adding full stops and some question marks. Good links were made with geography and science, as pupils looked at the conditions needed by seeds in order to grow. A good range of practical activities such as making seed packets and rabbit hutches encouraged the development of speaking and listening skills well. Vocabulary was well consolidated in the follow-up of previous work on gardens, and prepared pupils for the forthcoming visit. Most pupils' speech was clear and audible, and they listened and responded appropriately. Pupils with special educational needs worked well, with support, and made good progress. All pupils made good progress in this lesson.
23. At Key Stage 2, the quality of teaching and learning is good and promotes a similar rate of progress. Above-average standards are reached in science, average standards in mathematics, and below-average standards in English. During the inspection, 51 lesson observations were made at this key stage. Six per cent were considered excellent, 16 per cent very good, 47 per cent good and 27 per cent satisfactory, with four per cent unsatisfactory. This is better than at the time of the last inspection. The quality of teaching and learning overall is good in all subjects. Particular strengths are the speed with which pupils acquire knowledge, skills and understanding, and the efforts that they put into their work. Pupils show a keen interest in lessons and usually concentrate well. However, the majority of pupils have a limited knowledge of their own learning, as they are insufficiently involved in assessing their progress.
24. An excellent Year 6 English lesson identifying and applying connectives, exemplified the good quality of the teaching at Key Stage 2 and the good way in which the school has implemented the National Literacy Strategy. The activity was well linked with the school's forthcoming production of 'The Pied Piper of Hamelin'. During the reading of the text, pupils of all abilities were involved, and skilled questioning enabled all to participate with confidence. The pupils were challenged by words such as 'provoking' and 'detering', both in terms of reading and comprehension. Groups were arranged according to pupils' ability, and the work was matched especially well to the abilities of those pupils with special educational needs. The teacher had very good control of the pupils' behaviour and high expectations that they would not call out or talk over others. This was a well-planned lesson, with clear objectives and a variety of closely related tasks, which provided continuity and progression in learning in terms of texts and their structure. Although pupils' attainment was in line with expectations, they made excellent progress.
25. Strengths of the teaching include the way in which the pupils' behaviour is managed, the teaching of basic skills, and the management of pupils. Teachers' expectations of the older pupils, and their knowledge of the subjects that they teach, are also significant strengths. The most significant weaknesses in the teaching are slow pace, occasional lack of subject knowledge, some time slippage at the start of lessons, and a failure to use assessment information consistently to provide work which challenges all pupils, particularly the more able.

26. Compared with the findings of the school's previous inspection, daily lesson planning and the planning for the Foundation Stage show significant improvement. There are weaknesses in the use of assessment information, and marking is inconsistent across the school, although exemplary practice is evident in Key Stage 2. In a few lessons, the slow pace and low demands result in pupils making slower progress than they might.
27. The teaching of pupils with special educational needs in most lessons and classes is good. All class teachers are closely involved with their teaching assistants and the special needs co-ordinator in the construction and review of pupils' Individual Education Plans (IEPs) so that they know what targets are set for the pupils. This ensures that the targets are incorporated into lesson plans. Teaching assistants' time is divided between their general responsibility as classroom assistants and their role of learning support assistants for the pupils with special educational needs. In general this works well, but the co-ordinator's action plan recognises the need for more training and gives a clearer focus to the latter aspect of these duties. The training is already being provided. Withdrawal sessions where pupils learn specific skills connected with IEP targets are effective in raising their attainment. Achievements are very well recorded in pupils' learning support files, where documentation is detailed and informative.
28. The pupils with special educational needs often have a complex mix of social and learning difficulties. Many have poor socialisation skills, which have to be strengthened before they can begin to learn effectively. The large proportion of such pupils in the current Year 2 has been a challenge for the school throughout their education and staff recognise the future difficulties this cohort will pose as it moves through the school. Teachers recognise that they have learned effectively from the needs of Year 2. Provision has been improved as the pupils have moved through the school. In all other years, the balance of needs and ability is even. Pupils with special educational needs often learn well from each other and from their peers. Only in Year 2 classes were the demands made by pupils with educational and behavioural difficulties at all distracting for the learning of others. Sometimes this was because of the need for a greater diversity of learning styles than staff can currently cover, for example because of physical resource constraints, such as lack of suitable space or artefacts. Occasionally, it was because teaching assistant staff were occupied in their other roles when additional teaching help was required. The school recognises the increasing demands which these pupils will make as they get older and is planning additional learning support time and training in learning styles in the near future.

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

29. The school provides a broad and balanced curriculum, enriched by visits and visitors to the school. Good use is made of local facilities. Links with the community and other schools are strong. Statutory requirements are met.
30. The school has made good progress in introducing both the National Literacy and National Numeracy strategies. Planning is informative in terms of daily, short-term and long-term objectives. Planning for pupils with special needs is good in withdrawal situations, but the use of learning assistants in some classes could be more closely planned in order to support pupils' behaviour and motivation.
31. The school gives a great deal of thought to providing appropriately for pupils with special educational needs, in particular for the unusually high proportion in the current Year 2. Where appropriate, these pupils' curriculum is the same as that of their peers and teachers provide suitable, well-targeted, simpler materials to facilitate their learning in

mixed-ability groups. In Years 3 to 6, the setting arrangements for English and mathematics provide good opportunities for lower-attaining pupils and pupils with learning difficulties to experience more finely-targeted lessons in literacy and numeracy. These arrangements work well but the school is very conscious that the future needs of the current Year 2 group will require careful monitoring to ensure that provision for the much greater than usual proportion of special educational needs remains appropriate. The distribution of time for small-group support by learning support teachers is, wisely, being kept under review. Planned in-service training for staff, particularly teaching assistants, will also be useful in providing for the different teaching and learning styles of this difficult group as they move into the Key Stage 2 curriculum.

32. Able pupils are identified and their specific needs planned for, as, for example, younger pupils joining more senior classes for mathematics lessons. Master classes provided at the high school benefit Year 6 pupils in such areas as design and technology and science. Extra-curricular lunch-time and after-school activities enrich and broaden experiences through chess, self-defence using karate, foreign language acquisition as well as competitive and team sport. Opportunities are sometimes missed, however, for pupils to undertake independent research within lessons, using the library and computers. Year 1 pupils are encouraged to learn strategies that will give them greater independence from adults. Year 2 pupils require close supervision by adults but nevertheless are encouraged to learn actively and make decisions within the activities provided. However, opportunities are occasionally closed for pupils to look up information for themselves. In one lesson the teacher was not confident that they would find the correct information in the books which were available. Resources provided by the teacher limited the scope of the activity, particularly for able pupils. Everyone achieved the teacher's intended goal but learning was less good than if pupils had been allowed to take responsibility for their own learning. In a combined Year 3 and 4 class, a more open problem-solving approach resulted in pupils supporting each other and all pupils achieving appropriately. One talented boy came up with a novel solution to the task set. In a Year 6 class, more opportunity for researching information before going into the writing activity would have added to the quality of information available to pupils when developing their argument.
33. Planning for the children in the Reception classes takes full account of learning as recommended in the curriculum guidance for the Foundation Stage. In the Reception classes, teaching is closely focussed on the development of literacy and numeracy skills, is carefully planned and is introduced to the children when they have reached an appropriate stage of development. A strong emphasis is placed on providing first-hand experiences of quality and on helping children develop their social and language skills. Very good provision is made for children's personal and social development. The Foundation Stage experiences prepare children well for their work in Year 1.
34. All pupils benefit from the special weeks which the school provides annually. The recent arts week ensured that pupils had excellent opportunities to experience Zulu dance, mask making, weaving and mural painting, amongst other activities. A previous mathematics week raised the profile of the subject and contributed to improved results in national tests. A recent visit by a theatre group has raised interest in water conservation. Visits in the locality, whether to plot traffic flow or draw local buildings including a church, help pupils relate their learning in school to outside experiences. Good social experiences are provided through, for example, the Year 1 visit to a farm and the Year 6 residential visit to the Isle of Wight. Very good links exist with the local secondary school. Pupils attend the local swimming baths where provision is good. Very good extra-curricular activities are in place and the attendance rates are high. The choir meets regularly whilst other musical opportunities include tuition in recorders and

other instruments. Within design and technology, pupils have valuable opportunities to enter outside competitions. Links with local firms are good and pupils benefit from the training provided for teachers as well as the resource packs which are available.

35. The school has made a satisfactory start in improving the provision for pupils' personal, social and health education. Circle time is used well for this purpose in Years 1 and 2, whilst issues are included in the topic planning in Years 3 to 6. At present coverage is identified but not monitored to ensure progression and continuity of experience across the school. Currently, drugs and sex education are delivered outside the personal, social and health education programme. The school has a suitable policy for sex education which parents have approved.
36. Good provision is made for the pupils' spiritual, moral, social and cultural education, aspects of which permeate school life. The daily assemblies are central to involving pupils in thinking about deeper issues regarding faith and environmental, social and moral problems.
37. Provision for pupils' spiritual development is good. Music is used well to awaken the spirit and help pupils enter the world of the imagination. Singing and prayer offer time for praise and reflection. Pupils in a Year 2 class reacted with excitement and wonder when they saw the seeds they had planted had grown into seedlings. Insufficient time is, however, allowed, in the assemblies for quiet reflection. Similarly in lessons, time is not always allowed for thought before the teacher requires an answer. As a result lower-attainers often do not respond and higher-attainers give more superficial answers than they might if more reflection had taken place. Thinking is rarely referred to as an important part of learning in the written feedback observed in pupils' books.
38. Very good provision is made for pupils' social development. The school council involves all pupils in the decision making process within the school. The house system encourages fair competition. School prefects have good opportunities for taking responsibility in the library, playgrounds and assembly. Within lessons pupils are encouraged to help one another and they have particularly good opportunities when they use computers. Pupils of all ages mingle well in lunchtime and in after-school activities. Relationships in the playgrounds are very good.
39. Very good provision is made for pupils' moral development. Telling the truth is praised. Teachers act on pupils' concerns and explain clearly why certain behaviour is not appropriate in school. Teachers know their pupils well. They act as very good role models in their relations with one another. Moral issues are explored in the teaching of subjects as, for example, in Year 6 geography lessons when the issues surrounding water conservation are discussed.
40. Good provision is made for pupils' cultural development. The 'arts week', visits out of school, pen pals and visitors to the school all widen pupils' knowledge and understanding of their own and other cultures. Pupils study Western artists such as Van Gogh and visitors extend their knowledge of mask traditions and such customs as Menhdi hand paintings. Few opportunities exist however, in this largely white area, for pupils to develop an understanding of the diversity of cultures which characterise life in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Teachers know their pupils, their backgrounds and physical needs well, and this allows them to provide for them appropriately and to encourage their involvement in school

activities. One parent said that she felt her child was 'treasured' at school. All the staff have received first-aid training, and pupils who are injured or unwell receive a good level of care. Although there is no separate medical room, pupils are well supervised in the school office. The headteacher has a good understanding of locally agreed child protection procedures. Governors are fully involved with health and safety matters, and make regular visits to the school during the working day. Matters of concern are dealt with swiftly. Pupils are well supervised, for example on the coach taking them home at the end of the day.

42. The school has very thorough procedures for monitoring attendance, particularly that of pupils with poor attendance records, and some improvements have been noted since the last inspection. Disconnected or changed telephone numbers sometimes hinder the school from contacting parents on a pupil's first day of absence, which is the usual practice. Appropriate use is made of the education welfare and other support services. Term-time holidays have been taken less frequently than in previous years, as a result of the school's efforts to remind parents of the importance of full attendance. No holiday requests have been made which would prevent pupils taking the national tests, which is an improvement on last year.
43. Expectations of good behaviour are embedded in the culture of the school and implicit in all its activities. Classrooms have clear sets of rules, which operate as reminders. The headteacher has a good system whereby she is kept well informed each week of any issues which arise, enabling her to look for patterns. Behaviour concerns in Year 2 are well known and understood, and teachers have worked hard to teach and reinforce social and learning skills and reinforce the agreed standards. Plans for grouping these pupils in subsequent years are thought through carefully. The school's personal, social and health education programme includes teaching that bullying is unacceptable.
44. At the time of the last inspection, the school had no specific policy for assessment, and curriculum plans did not always show how the work would be assessed in the short and medium terms. The development of a more consistent and systematic approach to assessment and recording in order to improve the curriculum planning and continue to raise standards was a key issue for action.
45. Sound progress has been made in ensuring that assessment opportunities are reflected in planning. All teachers now assess pupils' work against three National Curriculum levels. Subject leaders collect this information and report on areas of achievement or under-achievement. Whilst teachers are confident in assessing the core subjects of English, mathematics and science, the assessment of foundation subjects is new and no moderation has taken place to ensure that teachers' assessments are accurate. The headteacher, assessment co-ordinator and class teacher track individuals or groups of pupils who may be causing concern. This is sound provision. Procedures are good for identifying physical, behavioural and learning problems and putting strategies in place to support problems, in withdrawal situations but not always within lessons in the classroom. Able pupils are identified and special provision ensures accelerated progress for example, in mathematics as well as in master classes in other subjects, outside the school day. Whilst subject leaders visit lessons, their role has not yet extended to that of monitoring teaching and learning. Inconsistencies are evident in marking and providing written feedback to pupils. Best practice is not shared throughout the school.
46. It is difficult for the school to use the data it has collected because it has currently no centralised electronic system to enable test results and teacher assessments to be recorded, analysed and accessed easily. As a result, assessment data and attendance

records cannot easily be compared and analysed, for example by gender. The current baseline test for the Foundation Stage has proved a rather crude measure of writing development. Whilst good progress has been made from this baseline it is very difficult to link such results with National Curriculum expectations. Standardised reading tests are not administered until Year 3, which is a little late to obtain diagnostic information for identifying specific strengths and weaknesses. Optional tests have been taken in English and mathematics. Marking across the school is inconsistent and in Years 3 to 6 written feedback to pupils varies considerably from teacher to teacher. The best feedback challenges pupils to think about their strengths and areas for development, but too often feedback focuses on the pupils' efforts in completing the task rather than on evaluating how well it was done.

47. The new assessment policy entitled 'Why we assess' fails to mention the pupil as one of the identified interested parties who want to know about assessment. The teaching and learning policy stresses the need for formative assessment for planning by the teacher, but gives insufficient emphasis to self-assessment. Whilst 'can do' statements are used to involve pupils in assessment, and pupils evaluate their own and others' work in subjects like design and technology, the school does not yet have a target-setting culture designed to associate teachers, pupils and their parents in the assessment process. The picture is one of good initiatives not fully realised, and, because of omissions in the policy, lack of systematic monitoring and too little involvement of pupils, assessment continues to be a key issue for the school.
48. The assessment of pupils with special educational needs is good. They are identified early and tracked carefully as soon as there is any cause for concern. Class teachers and teaching assistants monitor each pupil's progress conscientiously, recording achievement of targets in the pupils' individual files. Pupils therefore move up or down levels of need appropriately, according to the degree of progress they make towards their targets. The requirements of the seven pupils with statements of special educational need are met in full. Several other statements are about to be finalised. Class teachers and assistants co-operate well in the reviews of individual education plans to set new targets termly with the special needs co-ordinator.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents strongly support the school's work, and responses to the pre-inspection questionnaire were well above 90 per cent for all the questions. Ninety-eight per cent of parents felt that teaching was good, that the school was helping their child become mature and responsible, and that they would feel confident approaching the school with questions or a problem. This indicates a significant improvement from the time of the last inspection, when communication between school and home was a key issue.
50. The school now communicates very well with parents. Newsletters are excellent: they are clear and relevant, and contain just the right type and amount of information for parents. Class teachers' curriculum letters provide clear guidance on homework expectations, but vary in their usefulness. The best fully inform parents with appropriate details of what will be studied in class that term. Some, however, omit important areas of the curriculum or use language that is too technical. Pupils' annual reports are very good. They are easy to read and understand, and tell the parent what their child knows, understands and can do. In English and mathematics they indicate how their child is getting on compared with other pupils nationally. Although they outline ways in which pupils' work could be improved, parents are not involved in how this could be done.

51. The headteacher consults parents through a questionnaire, sent as part of the end of year report package. It includes topical questions, and the results are a useful indicator of the school's successes and areas for development, both to inform governors and help decision-making. The response rate is high, and this involvement of parents is good practice.
52. The Reception classes invite parents into school each week, and good numbers attend, often bringing younger children to play alongside their siblings. This is a good introduction for parents to begin to understand the way in which their children learn, and helps to establish strong links with families at the start of their child's education. Throughout the school parents support their children well with reading and homework activities.
53. The parents' association, known as 'Friends of Upper Beeding', make a strong contribution to the life of the school. They are extremely active in organising social and fund-raising activities for the children and families. Their film shows, with recent releases, are particularly popular. They are keen to see the money they raise directly benefiting the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The quality of the school's leadership and management is satisfactory overall. At the time of the last inspection no clear judgement was made, although identified strengths are the same. The leadership of the school ensures clear educational direction. The school has a good ethos. The school aims to provide a secure, happy environment that builds on success at an individual level. It is successful in meeting this objective. The governing body fulfils its responsibilities well. The school has been awarded two 'Charter Marks', and is beginning to work on achieving the 'Investors in People' award. There are strengths in the way the staff works together as a team and a shared commitment to improvement. The school is well placed to improve in the future.
55. The headteacher is well supported by all members of staff. The recently appointed deputy is already making a good contribution to the leadership and management of the school, working closely with the headteacher and sharing a common purpose. She provides good support to her year team and to other staff in the school. She has clear intentions for her role in the coming year, which includes data analysis and the development of thinking skills. The headteacher, deputy, and members of the senior management team monitor teaching and provide feedback in a systematic way to teachers. This has helped to improve the quality of teaching in some classes. The role of the foundation subject co-ordinators and the special needs co-ordinator in monitoring the quality of teaching is an area which requires development. The core subject co-ordinators ascertain standards in their subjects through talking with pupils and looking at their work. The foundation subject leaders do not evaluate the quality of teaching in their subjects. Many co-ordinators are inexperienced or new to the school. The school's performance management procedures are well established. Staff have found this process useful, and all have appropriate targets set for them.
56. There is a shared sense of responsibility in the school. Staff want to do the best for the pupils they teach. All support staff share the same philosophy and work collaboratively to achieve their agreed values and aims. The school has good links with the local secondary school, and these help pupils at the time of transfer. The governors' intention for the school to work in partnership with parents is successful. The school actively promotes equal opportunities through its daily life. This is a caring school underpinned by valuing and respecting each individual's contribution.

57. The school improvement plan outlines developments for three years. A clear timetable exists for the headteacher and members of the senior management team to monitor the quality of teaching annually. Assessment is used well in mathematics, science, and information and communication technology, and is a developing area in all other subjects. Pupils' involvement in self-assessment and assessment in the foundation subjects are identified for review during the next academic year. The school intends to introduce a computer program which will help staff to have up-to-date records readily to hand. The school has responded positively to the issues raised in the last inspection. The development plan shows that it is continuing to address the issue of assessment procedures and practice in English, science, and the foundation subjects.
58. The school has a number of methods to promote the inclusion of all its pupils in the opportunities that it provides, and tracks individual pupils to monitor their performance. A small proportion of pupils comes from minority ethnic groups, but the school has not yet established sufficiently rigorous procedures to monitor their performance in comparison with other groups of pupils. The effectiveness of co-ordinators in the identification of what needs to be developed in different subjects is satisfactory.
59. The management of the provision for children in the Foundation Stage is very good. The teacher responsible is one of the Reception class teachers and consequently has a clear overview of the provision. She has a good knowledge and understanding of the needs of young children and provides good leadership. The quality of relationships in the Early Years classes is very good. Each Reception teacher has a teaching assistant. The outdoor facilities are used well to promote children's physical skills. Learning resources are good and used effectively to support children's learning indoors and outdoors.
60. A knowledgeable and experienced chairperson leads the governors, who give enthusiastic support to the school and to the staff. They are aware of the school's strengths and weaknesses and visit often to monitor their areas of responsibility. They are keen to raise standards, but not at the expense of the broader educational opportunities that are available for pupils. The governors are keen to ensure that the school continues to offer fully inclusive activities for all its pupils. This they do successfully.
61. The special needs co-ordinator has been in the part-time post for just over a year and has created good order amongst the many documents required to monitor and track the progress of pupils on the special educational needs register. They represent about 25 per cent of the school and it has provided a challenging task. She is the only learning support teacher available and the school recognises the growing need for more such time for pupils with special educational needs. Support is currently provided by able classroom assistants, not all of whom are qualified, who take responsibility for specific aspects of special educational needs. All teaching assistants have some special educational needs responsibility with individuals or groups, and the development plan identifies the need for more training to provide in particular for the needs of the high proportion of Year 2 pupils as they move through the school. All these staff make good use of the Learning Support Base and are well organised to provide small-group and individual help for pupils as required. All adults involved in supporting pupils with special educational needs contribute to the review of the IEPs. Relationships are good. The department provides well for pupils with identified needs.
62. The school has sufficient teaching staff to deliver the National Curriculum and religious education, but not all subject leaders have responsibility for their specialist subject

areas. Subject leaders who take up responsibility during the school year do not always have the opportunity of attending an external training course because it is too late to apply. This results in a less than satisfactory induction to their new responsibilities. The school makes good provision for student teachers, and a number of staff have trained as mentors.

63. Many of the classroom assistants are undertaking appropriate training. They are allocated to classes primarily to support pupils with special educational needs, but each class has some additional hours of help. Not all staff are effectively used during lessons. Some assistants are gainfully used during the teachers' explanatory session, whilst others make little contribution. A particular strength is the quality and effectiveness of the Early Years classroom assistants who are actively involved with the teachers in planning lessons. Nearly all midday supervisors are also classroom assistants, and this enhances their role with pupils and provides continuity of behaviour management throughout the day.
64. Since the last inspection, a number of changes have been made in the accommodation. The Early Years classrooms have been moved, and provision improved by developing an adjacent outside play area. The school's outdoor swimming pool has been decommissioned, and pupils now use the heated pool at the neighbouring secondary school. Standards of swimming have improved, and there are plans to develop the school site as an outdoor classroom and quiet play area. An information and communication technology area has been developed, although its size and the number and layout of computers does not make it easy for a whole class to use. The library has been re-located to a much larger room, but there is a limited range of reference books, and the environment for learning would benefit from displays of pupils' work.
65. The school has responded very well to suggestions for making the site easily accessible for a wheelchair user. The premises manager and cleaning staff keep the school clean and litter-free. Although classrooms are of a good size, bright and welcoming, many displays are of commercial or teacher materials. Opportunities are missed throughout the buildings to display pupils' work. This is especially evident in the library.
66. Resources are satisfactory overall, and are used well to support pupils' learning, but, in information and communication technology, the lack of computers in the 'ICT suite' limits the pupils' opportunities. A wide range of good quality resources is available for art and design, design and technology and physical education, and are used well. Library books, although adequate, would benefit from up-dating and an expansion of stock.
67. The school is developing the use of the principles of best value. It compares its performance against other similar schools, looks for good value in its purchases of goods and services, and consults its parent body. Governors have a very clear set of general guidelines for financial decision making, indicating that they are very good at managing spending. However they are not yet asking hard enough questions, evaluating the impact of their decisions on standards or challenging historic assumptions.
68. The bursar has a good grasp of financial matters, devising her own spreadsheets to make sure that specific funds are used for their designated purposes. The most recent audit report states that the financial records of the school are well managed.

69. The average costs per pupil are just above average, but the quality of the school's leadership and management, the good teaching, the good links with parents and the quality of the provision for pupils' spiritual, moral, social and cultural education means that the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to build on the good work done by the school, and raise standards still further, the governing body, headteacher and staff should:

- (1) *Increase the proportion of seven-year-olds reaching the nationally expected levels of attainment in reading, writing and mathematics by:
 - providing more opportunities for pupils to develop their speaking and listening skills through role play and drama;
 - giving pupils more opportunities to write for a purpose;
 - placing a greater focus on developing pupils' skills and accuracy with numbers.(Paragraphs 84, 86, 88, 100, 107, 128, 161)

- (2) *Further clarifying assessment procedures and practices to ensure that these inform teachers' planning more effectively so as to raise standards by:
 - closely monitoring marking to ensure consistency of written feedback to pupils in Years 3 to 6;
 - raising awareness among staff of the links between classroom assessment and pupils' understanding of their own learning;
 - establishing a central database which can be used for analysing performance by gender, ethnicity, attendance, special educational needs and English as an additional language.(Paragraphs 7, 23, 25, 26, 45, 46, 47, 57, 58, 85, 92, 95, 97, 118, 119, 126, 133, 134, 135)

- (3) Further develop the role of the curriculum co-ordinators by enabling them to take fuller responsibility for their subject areas by:
 - providing appropriate in-service training to develop their skills in the monitoring of teaching;
 - arranging non-contact time that will enable them to effectively fulfil their monitoring roles.(Paragraphs 45, 55, 105, 153)

Other issues which should be considered by the school

- Improving the library facilities.
(Paragraphs 64, 65, 66, 87, 118, 135, 154)
- Reviewing the role of classroom assistants.
(Paragraphs 63, 92,)

****Items marked with an asterisk are already identified in the school's improvement plan.***

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	16	41	23	2	0	0
Percentage	3	19	48	27	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

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)	0	326
Number of full-time pupils known to be eligible for free school meals	0	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	24	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	18	25
	Girls	17	18	21
	Total	37	36	46
Percentage of pupils at NC level 2 or above	School	71 (75)	69 (85)	88 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	24	26
	Girls	17	20	21
	Total	36	44	47
Percentage of pupils at NC level 2 or above	School	69 (78)	85 (90)	90 (93)
	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	29	26	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	25
	Girls	15	13	22
	Total	35	35	47
Percentage of pupils at NC level 4 or above	School	64 (77)	64 (77)	85 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	24	25
	Girls	16	16	22
	Total	37	40	47
Percentage of pupils at NC level 4 or above	School	67 (77)	73 (77)	85 (95)
	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	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	286
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14..5
Number of pupils per qualified teacher	22.48
Average class size	25.5

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	228

Exclusions in the last school year

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

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

Financial information

Financial year	2001/2
	£
Total income	677,002
Total expenditure	662,241
Expenditure per pupil	1,954
Balance brought forward from previous year	8,634

Recruitment of teachers

Number of teachers who left the school during the last two years	3.40
Number of teachers appointed to the school during the last two years	3.40
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	326
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	1	1	0
My child is making good progress in school.	60	36	4	0	0
Behaviour in the school is good.	43	48	7	0	2
My child gets the right amount of work to do at home.	42	50	7	1	0
The teaching is good.	59	39	1	0	1
I am kept well informed about how my child is getting on.	53	39	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	24	1	1	0
The school expects my child to work hard and achieve his or her best.	73	24	2	0	1
The school works closely with parents.	57	39	3	1	0
The school is well led and managed.	66	30	1	2	0
The school is helping my child become mature and responsible.	54	44	2	0	0
The school provides an interesting range of activities outside lessons.	56	36	6	1	1

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

71. Provision for children in the Foundation Stage is a strength of the school and this constitutes very good progress since the last inspection when provision for 'Under 5's' was a key issue for the school.
72. Children enter the Reception classes during the year after their fourth birthday, most having attended local playgroups prior to entry, although six children in the current cohort had not attended any pre-school prior to joining the class. Although most of the current cohort of children joined in September, at the start of the year, another group joined in January and a small group of pupils had joined at the beginning of the Summer term and had only been attending school full-time for five weeks. At the time of inspection, there were 13 children under the age of five in the cohort of 45.
73. Very good induction arrangements are in place for new children and parents. The relationship with and involvement of parents and the understanding and encouragement of the part parents play in the education of very young children is a particularly successful feature of the very good provision. Parents visit the school on one morning per week to work in the Foundation Stage with their children. These sessions are well attended, with approximately 25 parents working with their children during the parents' morning held during the week of inspection. Very good use is made of assessment procedures in the Foundation Stage. Teachers organise 'baseline' meetings with parents and children during which targets are set for the child, and children are actively involved in saying what they want to achieve. These targets are written on individual target record sheets which are annotated by all unit staff as children work at activities, are monitored regularly and reviewed with parents and children at the next parents' meeting. Planning is very comprehensive and thorough, and clearly linked to the recommended Early Learning Goals for the Foundation Stage. Detailed weekly timetables are produced listing literacy and numeracy activities, and free-choice and teacher-directed activities for each area of learning. An activity planning sheet with planned outcomes and assessment opportunities supports all activities undertaken and learning intentions are noted. Each week a particular group of 'focus' children is selected for closer observation during activities and additional support is provided for groups to develop hand skills and speech and language. Appropriately detailed individual education plans are provided for pupils on the register for special educational needs.
74. The school undertakes local education authority baseline assessments of basic skills within the first few weeks of pupils entering the school. This confirms that for the current cohort of pupils, attainment on entry to the school was broadly average. A significant minority of children was attaining below expected levels in their stage of development in the areas of communication, language and literacy, particularly speaking skills, and in personal and social skills. However, due to very good teaching and provision in the Foundation Stage, children make good progress. By the end of the Foundation year, the majority of pupils are in line to attain the recommended 'Early Learning Goals' and a minority of older, more able children are working within the Key Stage 1 attainment targets.
75. Teaching in the Foundation Stage is very good overall. The very good quality and range of learning opportunities provided and the ongoing assessment of pupils' progress lead to pupils making good progress. Teaching is very well founded on the

Early Learning Goals for children under five years of age, and is characterised by very good teamwork and liaison between the Foundation Stage co-ordinator, the class teacher and the hard-working, well-qualified and enthusiastic teaching assistants. Staff plan together and resource a very good range of well-supported, interesting and challenging activities, indoors and out. All staff provide good models of appropriate behaviour, are involved in the regular, ongoing assessment of pupils' progress and pay constant attention to the development of speaking and listening and personal and social skills. The teachers manage pupils very well, have high but realistic expectations of children, and utilise teaching methods which inspire curiosity and promote good learning.

Personal, social and emotional development

76. Children's personal, social and emotional development is satisfactory, and most will have attained the early learning goals for this area of learning by the end of the Foundation Stage which, for a minority of pupils, constitutes very good progress during the year. As a result of very clear, regular routines and expectations, children are confident in their surroundings, moving to their chosen task or activity independently; they are interested, excited and motivated to learn, and confidently try out new activities. They demonstrate an understanding of basic rules, taking turns and remembering to put up their hands to answer a question. They are able to concentrate for lengthening periods, sitting quietly and alertly on the carpet and in whole-school assemblies, in introductions to lessons, and when involved in a task. They acknowledge the need for help and seek it appropriately when needed, they recognise feelings of sadness and happiness when an item is lost and found. They respond positively and confidently to a range of experiences, forming relationships, taking turns, sharing and co-operating well, and paying an appropriate amount of attention to the task given to them. They become involved in the classroom routines, such as clearing away after activities, and demonstrate care, respect and affection for other children. They develop good relationships with their peers and with adults, taking turns and sharing appropriately. They approach activities enthusiastically and positively, and behave well both within the classrooms and around the school. The Foundation Stage team have developed a very good rapport with the children; they work together very well and organise an interesting and exciting variety of activities with a clear purpose which leads to a high level of confidence and growing independence.

Communication, language and literacy

77. In this area of learning, children's attainment is satisfactory overall although a small minority of children continues to demonstrate immature speaking skills, such as saying 'write name' when describing a label. All children, however, understand that words and pictures carry meaning and are aware that print is read from left to right, and from top to bottom. They are beginning to associate sounds with patterns, words and letters. They recognise initial sounds and rhymes and enjoy listening to a story, joining in the rhymes with gusto. They are able to recognise some letters, pointing to simple 'CVC' (consonant-vowel-consonant) words and sounding them out and the majority of children, for example, are able to identify the first letter of 'apples' as 'a' and the last letter as 's'. They enjoy marking and basic writing experiences, using a range of marking implements for drawing, marking, scribbling and writing, and write lists by copying the names of their favourite fruits in a preparatory activity leading towards making a fruit salad, for example. They write over the teacher's writing and are beginning to develop correct letter formation, copying under the adult's examples and recognising their own names. They read regularly to the class teacher and/or other

adults and listen to a story attentively and respond appropriately, sitting still and looking at the story-teller and, in most cases, communicating their likes and dislikes in clear and easily understandable speech. Children take books home regularly and, as a result, develop an early understanding and love of books. There is good, regular use of information and communication technology to support children's phonic awareness. Two girls were reinforcing their concept of initial consonants via a 'Reader Rabbit' computer program for example, and two children were listening to the story of 'The Food Fiend', enjoying this well-known story again. Adults have very good relationships with the children and value and encourage talk. For example, three girls building a road system on the carpet were joined by the class teacher who encouraged conversation, and a boy playing alone, having a 'tea party' was joined by an adult who sensitively encouraged him to talk about what he was doing. The class teachers have appropriately high expectations, very good classroom management skills and a very good rapport with the pupils leading to a high level of motivation and very good quality of learning.

Mathematical development

78. In the area of mathematical development, children's attainment is broadly average for their age. Most are able to count from one to five, and are beginning to recognise the numerals and sequence these correctly. They use simple mathematical language when shopping in the class shop, buying articles, collecting fruits in a shopping basket and 'adding up' their shopping bill. For example, in an outdoor shopping activity the teacher skilfully encouraged appropriate mathematical vocabulary with two girls who were weighing vegetables. Pupils are beginning to use their developing mathematical understanding to solve real-life practical problems and recognise and confidently use the sequence of numbers one to ten. Teaching is good. The teachers plan activities well and the quality of support provided by learning support assistants is good. The activities are matched appropriately to pupils' ability and a good pace is maintained throughout the lessons. Every opportunity is taken to reinforce number skills, such as counting together (up to 21) the number of children in the class during registration. Planning adheres closely to the National Numeracy Strategy programme of study for the Foundation Stage and, as the year progresses, higher-ability pupils are provided with suitably challenging activities from the Year 1 programme of study.

Knowledge and understanding of the world

79. In this area of learning, children's attainment is satisfactory. Children talk readily to adults and other children about day-to-day life and about events important to them. They select appropriate materials and develop building, constructing and joining skills through such activities as model building with large construction kits, working with 'play dough' and sticking and gluing and, during the inspection, making a fruit salad with adult help, washing their hands before and afterwards. During the term, children have grown sunflower seeds and recorded their development, taken a 'Village Walk' and made maps of their route and looked at the changes in a tree in spring. Children working at the class computer approach the computer confidently. They develop a good understanding of other cultures and beliefs, indulging in role-play activities with enthusiasm. Teaching is very good. A very interesting and well-supported range of directed and self-selected activities, indoors and out, is provided, that systematically move children on with their understanding.

Physical development

80. Children's development is satisfactory. A good range of role-play activities and indoor and outdoor activities with large play equipment is provided. For example, a group of children played 'beanbag netball' and drove large wheeled toys in the outdoor area, whilst others were playing in the sand tray and others in the elaborate playhouse. Children demonstrate a good awareness of their own bodies and of their own and others' space. They move with control and co-ordination and respond to activities with enthusiasm, imagination and confidence. Teaching in the area of physical development is very good; the teachers demonstrate very good management skills, organises resources very well, plan activities well, setting specific learning targets, and move activities along at a good pace with an appropriate blend of praise and direction.

Creative development

81. Children's attainment in this area of learning is good. Children enjoy role-play in the class supermarket ('DESCOS') and imaginative role-play games. They join in with simple songs from memory. In a lesson in which they listened to and responded to Saint-Saens' 'Carnival of the Animals', they responded well to the moods and tempo of the music. By the end of the lesson, as a result of very good teaching, their understanding of the concept of 'tempo' was above expectations for their age. Pupils use their voices expressively and sing with enthusiasm. They are given opportunities to work with a wide range of media and materials and produce a range of artwork, some of a good standard. Teaching in this area of learning is good; creative activities are included in a well-organised range of activities with all resources readily at hand and available for the children to use.
82. The teachers base their lessons closely on the Qualification and Curriculum Authority's 'Early Learning Goals' for the Foundation Stage, incorporating information about children's skills gained from the assessment of basic skills undertaken on entry to the class. The Foundation Stage co-ordinator is very well experienced, and has a very good understanding of the needs of young children and the requirements of the Early Learning Goals. Learning support assistants work very well together and in co-operation with the class teachers, supporting the children very well. Early identification is made of pupils with specific learning needs and the provision made for them is good. Accommodation is good, and a secure, well-resourced and well-used outdoor area allows for the provision of a range of interesting free-choice and adult-led activities.

ENGLISH

83. In the end of Key Stage 1 tests in 2001, the percentage of pupils reaching Level 2, the expected level, was well below national averages. The year group as a whole was well below the national average and that of similar schools. A greater proportion of boys than girls achieved Level 2, although girls did better overall. The standard of writing of both boys and girls has fallen over three years. In reading, the standard achieved by boys has risen slightly whilst the standard of girls' reading has fallen. In the 2001 tests, pupils achieved higher standards in mathematics than in English. Inspection evidence indicates that, by the age of seven, attainment is well below national expectations and this reflects the higher than usual proportion of lower attaining pupils in Year 2. However, pupils are making satisfactory progress. Pupils with special educational needs make good progress.
84. In the end of Key Stage 2 tests in 2001, the percentage of pupils attaining Level 4, the expected level, was well below the national average. A reason for this was the under-

performance of the girls, lower than the national average and that of the boys in the year group. The proportion of pupils attaining Level 4 was in line with similar schools and the percentage of pupils reaching the higher Level 5 was in line with national averages. Pupils achieved higher standards in mathematics and science than in English. Inspection evidence indicates that, by the age of eleven, attainment is below national expectations with no significant difference in standards between boys and girls. Pupils are making satisfactory rather than good progress because the quality of pupils' writing continues to depress overall standards.

85. Most pupils with special educational needs and those for whom English is an additional language receive language support and make good progress. However, there is insufficient language support for many lower-attaining pupils. For example, assessment procedures do not yet enable the school to identify many lower and average attaining pupils who require additional language support with reading and writing. The provision for these pupils in classes is inconsistent. Not all teachers effectively provide teaching to meet their needs and not all use the teaching assistants sufficiently effectively. A consequence is a widening gap in attainment, particularly in writing, between the higher-attaining pupils and other pupils as they move through the school.
86. Speaking and listening skills are well below national expectations by the end of Key Stage 1 and in line with national expectations by the end of Key Stage 2. In Key Stage 1, most pupils listen attentively, but few are able to respond in more than brief phrases. Some pupils with special educational needs reply monosyllabically, and some point at words. By the end of Key Stage 2, most pupils are clear, confident speakers who listen carefully and respond appropriately. There are a number of pupils who still respond in brief phrases, often in the vernacular. The further provision of opportunities for role-play and drama has been appropriately identified as a school priority. The introduction of 'talk partners', more group work and class discussion is helping to raise standards in Key Stage 2.
87. By the age of seven, attainment in reading is below national expectations, but it is in line by the age of eleven. Progress for most pupils is satisfactory but few pupils are fulfilling their potential. Strategies for managing reading are satisfactory in Key Stage 1 but insecure in Key Stage 2. The management of reading is an area for review and development. Not all pupils are heard reading sufficiently regularly and, as a consequence, not all pupils are reading appropriately. Records are not well kept in all classes and, as a consequence, some pupils are not reading a sufficiently varied selection of books. Pupils have insufficient opportunities to discuss and write about books they have read. Although classrooms have a good supply of reading books, the library does not support extended reading. Although it has a good range of non-fiction books, it has few reference books, including encyclopaedias. The library provides limited facilities for research. Pupils' library skills are below national expectations.
88. By the age of seven, attainment in writing is well below national expectations and is below national expectations by the age of eleven. The regular handwriting practice and weekly spelling tests have raised standards. A particular feature of writing is the effective way teachers encourage pupils to develop their writing as part of their learning in other subjects. In Key Stage 1, for example, pupils write about the Easter story and the Eid festival in religious education, and in Key Stage 2 they write imaginatively about 'My Planet' and 'Pimpolis' in science. Higher-attaining pupils are developing a sense of style in their writing across a range of different forms. They use vocabulary thoughtfully and imaginatively. The teaching of basic skills sometimes

follows the scheme of work without taking sufficient account of the strengths and weaknesses of individuals and groups. For example, pupils with special educational needs are often supported in completing the same exercise as average-attaining pupils. The same exercise proves to be too easy for higher-attaining pupils who require something different to develop their skills further.

89. The overall quality of teaching and learning is good. It is always satisfactory in Key Stage 1 with some very good teaching. In Key Stage 2, there is some inconsistency in quality; teaching ranges from excellent to unsatisfactory.
90. The teaching has many strengths. The quality of lesson planning is good. Teachers plan together and build on pupils' knowledge, understanding and skills from within previous learning. This was exemplified in a lesson where pupils were learning to write persuasive letters from different viewpoints. The teacher used the story of 'The Pied Piper' as a starting point from which to develop different perspectives. Pupils played the role of the parents of the missing children and interviewed the Pied Piper as a preparation for writing letters to him. Teachers provide imaginative approaches in order to develop structured story writing. This was illustrated in the use of the story 'The Boy who cried Wolf'. In this lesson pupils composed and enacted short scenes of their procrastinations and excuses as a preparation for their own story writing. Most teachers provide pupils with clear explanations of the purpose of lessons and this helps pupils to understand the reasons for their learning tasks. Most teachers summarise at the end of lessons, enabling pupils to evaluate their own progress.
91. The effectiveness of class management is a particular strength. Most teachers establish very good working relationships with the pupils and provide a secure learning environment. This encourages pupils to ask questions and try out their ideas. Most pupils enjoy their lessons and their positive attitudes enhance their learning. Pupils work hard, concentrate well and co-operate with others in groups. Behaviour is good.
92. Not all aspects of teaching are successful. An area for development is the marking of pupils' work. Most teachers provide positive comments for pupils but these are not always constructive. For example, they do not necessarily explain how work might be improved. Too little extension work is provided and very little marking is focused on particular types of mistakes. Pupils are not expected to correct their errors in most classes. A further area for development is the more effective use of teaching assistants in classes, particularly during whole-class teaching. In the best lessons, teaching assistants fully understand their role and make a good contribution in assisting teachers with the development of the theme, or behaviour management. In some classes, time is wasted, and assistants are unsure of the part they play in the lesson.
93. The curriculum meets statutory requirements. It is generally broad and balanced. A good feature is the opportunity provided for pupils to practise literacy skills in a wide range of subjects across the curriculum. A further strength is the extra-curricular provision, which complements and enhances the curriculum. This includes an arts week with drama activities and a story-teller during Book week. Music and drama productions are organised twice a year and homework and library clubs are provided regularly. Although all pupils have equal access to the curriculum, there is insufficient targeted support for the whole ability range. For example, no additional literacy support is provided for gifted and talented pupils, and opportunities for average-attaining pupils to attend 'booster ' groups in Key Stage 2 are limited. Areas for further development are the further integration of information and communication technology

into the curriculum, the further development of drama and role-play activities, and the provision of regular opportunities for pupils to participate in research work.

94. A strength of the curriculum is the attention given to pupils' spiritual, moral, social and cultural development. Teachers take opportunities to discuss issues as they arise naturally in lessons. For example, pupils discussed the moral issues arising from the modern version of 'The Pied Piper'. They learn through sharing their own experiences and enjoy listening to and writing poetry. Pupils from each key stage have good opportunities to be involved in music and drama productions.
95. The school has made progress in developing procedures for assessing pupils' progress but the current procedures are not sufficiently secure. An area for development is the establishment of a structure of objective testing throughout the school, for example to establish pupils' reading ages. This will enable progress to be monitored more effectively and whole-year targets to be set more accurately than at present. The next step is to develop a sustainable skills-based assessment procedure which identifies the strengths and weaknesses of individuals and groups. Once identified, teaching can be targeted more effectively and progress reported more securely.
96. Leadership and management are satisfactory. Although the new role of the subject co-ordinator has yet to be fully established, English is well organised and has sufficient resources. The recent focus on spelling, handwriting and writing has led to improvements in standards. The new co-ordinator has introduced an agreed lesson planning format, organised a book club and has introduced a shared reading record for Key Stage 1 pupils. A lengthy action plan is in place. Attainment has improved in Key Stage 2 over the last three years and now meets the standards described in the last report. Pupils are making satisfactory progress and there has been a satisfactory improvement since the last inspection.
97. Provision for the teaching of literacy is good. Pupils' standards of literacy improve as they move through the school, particularly in the development of speaking and listening skills. Reading skills are in line with national expectations by the age of eleven although some pupils with special educational needs find difficulty reading some texts. Writing remains below national expectations for the majority. A reason for this is the lack of effective assessment procedures to ensure that teaching accurately matches pupils' needs.

MATHEMATICS

98. In the 2001 national end of key stage tests, pupils' attainment at the end of Key Stage 1 was below national expectations, and at the end of Key Stage 2 was in line with national expectations. Since the time of the last inspection, the school's results have improved broadly in line with national trends. Attainment at the end of Key Stage 2 has improved significantly since the time of the last inspection when the school's results in the annual national tests were below national expectations. Lesson observations during the inspection and a scrutiny of work undertaken during the current school year indicate that overall attainment by the age of seven remains below that expected nationally. The current cohort of Year 2 pupils contains a very high proportion of pupils with special educational needs, who have made good progress from a very low level of attainment on entry to the school. In Key Stage 2, the majority of Year 6 pupils are on course to attain standards equivalent to those expected nationally for pupils aged 11, whilst a minority of pupils are on course to achieve standards above those expected nationally.

99. The school has implemented the National Numeracy Strategy with, in most cases, good provision and planning of work for pupils of differing ability. Pupils undertake a wide range of work in all areas of mathematics. Samples of their work demonstrate that throughout the school they undertake an appropriate variety of work on shape, space and measures, and tackle a range of problems involving handling data and investigation. Pupils make good use of their numeracy skills in other curriculum areas such as information and communication technology, science, and design and technology. Information and communication technology is used well to support numeracy, with mathematics lessons taking place in the school's 'ICT suite' during the inspection. The school ensures that pupils of all abilities are included in all aspects of work, and good support is provided for less able pupils and more able pupils in whole-class lessons and ability sets. One Year 3 pupil, for example, worked with Year 5/6 pupils for mathematics lessons. Pupils are placed in sets according to their ability for these lessons, from Year 2 onwards, some for part of the week only.
100. Year 1 pupils are able to describe and extend number sequences, together counting on in 10's to 200, and also in 10's from 5 to 200. Most are able to find simple totals in money problems, using coins and number lines to help, answering such questions as 'How much are two 'chews' at 5p each?' and 'So, how much will 3 'chews be?'. Most pupils work independently within the Year 1 numeracy attainment targets. Most Year 2 pupils understand that more than two numbers can be added together, and that 'you add the biggest numbers first'. Most also know the number bonds up to 10. The very high percentage of pupils with special educational needs in the current Year 2 cohort means, however, that, overall, skill and accuracy with number are below expectations for the pupils' age.
101. Most Year 3 pupils can show the answer to 5×5 quickly and accurately, although a small minority write 10, confusing + with \times . Most understand the concept of doubling and halving although there is some confusion when asked the reverse, '12 is half of ?' or '24 is double ?'. However, most Year 3 pupils are able to derive doubles and halves accurately and independently, indicating broadly satisfactory attainment, although the attainment of most Year 4 pupils in the lower-attaining Year 3/4 set is, as expected, below expectations. A significant proportion of pupils in this group does not know the multiplication facts for the 2, 5 and 10 tables by heart. Scrutiny of pupils' exercise books suggests that overall attainment in Year 4 is broadly satisfactory. Most Year 5 pupils in a middle set understand the equivalence between percentages and simple fractions. Pupils in a Year 6 middle-ability set demonstrated satisfactory mental arithmetic skills and, by the end of the lesson, most were able to make accurate calculations, such as '10 per cent off £9.50'. The majority of pupils in the more able Year 5/6 set are working above expectations, solving money problems including VAT problems. One Year 6 pupil suggested, 'You can work it out easily by finding 10%, halving it, halving it again and adding the three amounts together'
102. The quality of learning ranges from good to satisfactory at Key Stage 1 and is good overall. In Key Stage 2, learning ranges from very good to unsatisfactory and is similarly good overall. Where the quality of learning is good or better, this is due to teachers' high expectations, the maintenance of a brisk pace throughout the lesson, and the generation of a good working atmosphere within the class. Where learning was unsatisfactory, as, for example, in a lesson with a low-ability set, this was because pupils made slow progress despite satisfactory teaching, due to the level of special educational needs in the group.

103. Teaching in mathematics lessons is good overall in Key Stage 1 and ranges from good to satisfactory. In Key Stage 2, it is also good overall and ranges from very good to satisfactory. Planning is based on the National Numeracy Strategy and complies broadly with the recommended lesson format. In the best lessons, teachers ensure that all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology and provide good opportunities for pupils to explain their methods and practise what they know. Where teaching was very good, the teacher motivated pupils very well and ensured very good progress during the lesson for pupils of all abilities through appropriately challenging tasks and support. However, in a small number of otherwise satisfactory lessons in Key Stage 2, the provision of suitable work for the range of abilities within each set was insufficient. The teacher basically taught a class lesson and, in one case, the pace was generally slow, particularly in the mental-oral starter activity.
104. Pupils' attitudes and behaviour in lessons are good overall at both key stages. Most pupils enjoy their work, especially the mental and oral activities, respond well to their teachers and work together well without the need for constant teacher-intervention.
105. The school has implemented the programme of study for the National Numeracy Strategy well, although, as noted above, a minority of lessons seen in Key Stage 2 did not include appropriately levelled work for pupils of differing abilities. The subject co-ordinator is new to the role and is developing a good overview of the subject but, at the time of inspection, had not yet had the opportunity to monitor teaching in the subject. Resources for the subject are satisfactory overall and funding has been allocated appropriately to purchase additional resources to support the numeracy strategy. However, some of these, like the 'flu flip books' used in one lesson, are rather well-worn due to constant use, and need replacing.

SCIENCE

106. Recent assessments for seven-year-olds have shown that pupils' attainment is in line with the expectations for their age and better than their standards in English and mathematics. In statutory tests for eleven-year-olds, pupils' attainment has risen significantly in recent years. In 2001, these results showed pupils progressing well between Years 3 and 6, reaching standards which are in line with the national average and matching those of pupils in similar schools.
107. Pupils' current standards in science at the end of Year 2 are broadly average, except for their weaknesses in recording the findings of their experiments in writing, which is common to all subjects. Many of the current Year 2 pupils started their learning from a very low base of understanding about the world around them and most have made good progress through their first two years. Most pupils now understand the broad principles of the subjects they study. For example, in a question and answer session most pupils in Year 1 understood that plants and animals need water, air, light and warmth to grow and develop. The two-year cycle of curriculum planning means that Year 2 pupils are also studying plant growth at this time of year. Most pupils understand different parts of the plant and what they are called, for example, stem, leaves, and seeds. At this very early stage, teachers are effectively developing pupils' interests in investigating and experimenting, in this case about the growth of seeds. Pupils are encouraged to find out which methods work best, for example how to apply water to their growing plants. The teaching approaches provide a good base for more complex experiments later on. Because Year 2 pupils' writing is weak, teachers are wisely encouraging them to write their findings in 'garden diaries' using information and communication technology to overcome spelling and handwriting difficulties.

Their skills with information and communication technology are also relatively weak, with many lacking the co-ordination necessary to use keyboards competently. Year 1 pupils' attainment is nearer average in these aspects.

108. By the end of Year 6, pupils' attainment is above average in science. They are particularly strong in their ability to investigate and experiment. Pupils' achievements between years 3 and 6 are very good in this respect, with almost all developing good competence in speculating, predicting and estimating outcomes of investigations. They make good progress in the recording and tabulation of their findings. Most pupils in a combined Year 3/4 class, for example, investigating the take-up of coloured water by celery sticks, understood that they needed to measure the progress of water up the stem. As they progress, pupils' understanding of what makes a 'fair test' develops well. Pupils in Year 5 showed good understanding of vocabulary related to the structure of a flower and used the words appropriately in labelling their drawings. Pupils are less secure in understanding the difference between scientific, diagrammatic drawing and the type of drawing required for art lessons. A Year 6 revision session for the imminent tests showed overall standards to be above average in pupils' knowledge and understanding of science generally. This was confirmed in other Year 6 lessons, where pupils were learning about pollination. Their investigative skills in particular are strong and pupils can use tools such as magnifying glasses and the computer-linked microscope well to find small details of plant structure.
109. Science teaching is satisfactory in Years 1 and 2. Teachers have secure subject knowledge and encourage pupils to develop their sense of curiosity about the world around them. This is often very limited when they start school and satisfactory by the end of Year 2 because pupils have learned to ask and answer the questions to which their teachers direct them. Teaching in Years 3 to 6 is good overall, but the quality varies. Teaching is always satisfactory in these years and is often very good. The best practice shows teachers very skilled at arousing pupils' sense of interest in finding things out by investigation, in speculating and predicting results, and also at allowing pupils the independence and freedom to experiment and discover things for themselves. Lessons are well planned around a scheme of work which covers all the required areas of the curriculum, and teachers are confident in teaching the subject. Where teaching is less good, lessons lack pace and teachers limit pupils' scope for independent discovery and experiment. In general, pupils of all abilities learn well and make good progress in all aspects of their knowledge and understanding of science. A strength of the teaching is the way in which teachers stimulate pupils' interest in science which leads to very good attitudes towards the subject.
110. The subject is very well managed and planned throughout the school. It is led by a subject specialist who provides very good support for staff. The good standards described in the last report have been maintained and resources for the subject developed to match current, more rigorous demands.

ART AND DESIGN

111. Standards in art in Year 2 are in line with expectations for pupils' age and stage of development but below those recorded at the previous inspection. Little difference is evident between boys and girls. Pupils with special needs, in this year group, have less developed hand and eye and physical co-ordination than might normally be expected. However, because of the well-considered opportunities provided, for example weaving and printmaking, all pupils have made good progress. Achievement in the group weaving panels produced during the recent arts week is very good.

112. Standards in Year 6 are above what might be expected. Standards have been maintained since the last inspection. Pupils draw confidently in the knowledge that their drawings are an important means of investigating and exploring the natural and man-made world. Progress is good for all pupils. Very good progress and well above average standards of painting were noted in the large panels based on local scenes that were produced during the recent arts week under the supervision of an artist in residence.
113. At the age of seven, more pupils than normal are below their expected stage of physical development. The majority can handle simple tools and print successfully. They can also handle materials, in a controlled situation, such as weaving and paper flower making. Information and communication technology was used well by all pupils to create individual bonfire studies after the style of the artist Vincent Van Gogh. As a result of the good planning and support systems provided by the teachers and learning assistants, achievement is good in this year group.
114. At the age of nine, pupils benefit from good opportunities to study such exciting themes as the rain forest. They respond well to the resources provided and understand colour in terms of its importance for camouflage or display. The naturally occurring dip in confidence in ability to draw realistically is not helped, however, when teachers encourage tracing in the mistaken view that pupils might not draw creatures correctly. Very good use of repeat patterns is evident in the work based on Celtic knots.
115. At the age of eleven, pupils draw well from life. Their linear drawings of people are very expressive and individual. Very good use is made of the sketchbook for drawing from photocopied material but less emphasis is found in this stage on drawing from nature or experimenting with materials. Evidence that pupils have clearly understood the importance of line, shape, colour and texture in their work was seen in the impressive pastel studies of sea-shells as well as in the fish mobiles.
116. Teaching is always good and occasionally very good. Teachers are supported by the Qualifications and Curriculum Authority's exemplary materials for art, and use them well in a topic-based approach in order to ensure that pupils make good links between areas of knowledge. This is a strength in all teachers' practice. Classroom management is also a strength and, as a result, activities run smoothly and pupils are able to concentrate fully on the task in hand. This is evident in the group work in Year 1 where classroom assistants and teachers work well together to ensure that all pupils achieve good outcomes. Similarly, in Year 5, the activities provided build on previous learning and pupils have a clear idea of what they are trying to achieve. Where objectives are less clear or where extension activities are not provided, progress slows and opportunities are missed, in particular, in the work of higher-attaining pupils.
117. Pupils enjoy art activities with most taking a pride in how they use and look after their sketchbooks. The amount of physical and mental effort used by pupils in lessons, throughout the school, is high. Pupils listen carefully to teachers' advice but pupils have relatively few opportunities to identify problems or set goals for themselves.
118. The leadership and management of the subject are good. Sketchbooks are provided for all pupils. This is very good provision. Information and communication technology provision has improved since the previous inspection and all year groups have appropriate opportunities to use art programmes. The library is under-resourced for

art books. Higher-attaining pupils have few opportunities to read independently and to use art books for research purposes. Assessment is at an early stage of development, with National Curriculum levels used well to identify group achievement or under-achievement but not to identify individual strengths and areas for development. Inconsistencies are evident in the use of sketchbooks and also in the practice of dating work. As a result, opportunities are missed for pupils to use this tool for experimentation as well as for drawing. Similarly, teachers are denied opportunities for observing progress over time. Displays in the corridors and classrooms are good. The work in public spaces reflects the excellent arts week experience but pupils' usual work is less evident. Display in the library is poor, and contributes little to the environment for learning.

119. Raising awareness of the importance of sketchbooks for learning and assessment purposes is an area for development. The provision of opportunities for involving pupils in the assessment process within lessons and of teachers listening to pupils' ideas as well as giving advice about work in progress are also areas for development. The subject provides good opportunities for pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

120. No opportunities were available for observing design and technology lessons in Years 1 and 2 during the inspection. Judgements are made after looking at a selected sample of pupils' work in all year groups, studying displays of previous work, talking to pupils and observing lessons in Years 3 to 6.
121. Standards at the end of Year 2 are judged to be broadly average. Attainment by Year 6 is above average. These are the same as standards noted at the time of the previous inspection. Achievement is satisfactory by the age of seven and good by the age of eleven. Pupils make good progress; the reason for this lies in the investigative approach adopted by teachers and the positive attitudes of pupils to this method of learning.
122. By the age of seven, pupils have learned about the use of winding mechanisms when studying castles. They have learned how soap, ink and candles were made in the past. They have studied and labelled the parts of fire engines in connection with work on the great fire of London. Their investigative skills have been improved through making gingerbread men, whilst understanding of designing and making have been well supported through constructing string and rod puppets. Literacy skills are reinforced and technical vocabulary extended through practical activities.
123. By the age of nine, pupils have been introduced to the ideas associated with healthy eating. They have also had experience of designing and making packaging for biscuits. All pupils have benefited from these activities and clearly remember what they have done as well as why they have done it. Good progress is made by all pupils as they make pop-up frog cards, using a spring mechanism. This is largely because higher-attainers support those with special needs and everyone achieves better than they had first expected. One higher-attaining boy surprised his teacher by producing a new interpretation of the theme being explored.
124. By the age of eleven, pupils have learned to work in groups and to value teamwork in problem-solving activities. The present Year 6 pupils made excellent progress in learning about the properties of different materials. They tested fabrics using experimental techniques in order to find the most suitable and cost effective fabric for

making a shelter intended to protect the class during a rainstorm. The objective was fully met and information and communication technology was used well to confirm results. Numeracy and literacy played an essential part in this process. Very good learning was also evident in the making of musical instruments using card and other found materials.

125. Pupils have very positive attitudes towards design and technology. This was evident as Year 5 pupils explored ideas and prepared for the designing of a mask for a production of the 'Pied Piper of Hamelin'. Drawing on the experience of handling and using masks, gained during 'arts week', they were able to anticipate possible needs.
126. The quality of teaching is always good and at times very good or outstanding. Its strengths lie in the effectiveness of the planning, the classroom management and the resources provided. Activities are well planned for all pupils, with student teachers supporting group activities in the Year 6 investigations. Pupils' speaking and listening skills are developed through the many opportunities for discussion, with time for reflection particularly benefiting the lower-attainers. Information and communication technology is used appropriately for control technology, and also for data logging purposes. 'Can do' statements are used for helping pupils identify how they are doing in relation to National Curriculum criteria. However, insufficient opportunities are provided for involving pupils individually in discussion in order to find out what the criteria mean to them so that teachers can improve planning and influence learning. Assessment is also used for setting target levels of attainment, in order to highlight areas of achievement or under-achievement, which is useful for planning purposes.
127. The quality of leadership and management is good. The co-ordinator is enthusiastic and keen to share opportunities with colleagues. A Year 2 teacher, responsible for a particular unit of work, benefited by attending a course run by a local firm. All teachers have used the Qualifications and Curriculum Authority's units of study well and incorporated them into their planning. All classroom assistants have benefited from training in using tools safely. Master classes are available for able pupils in Year 6. These take place at the high school and are appreciated by the pupils who attend. This is very good provision. Information and communication technology and the library could be better used for research purposes. Health and safety procedures are in place. Statutory requirements are met.

GEOGRAPHY

128. At the time of the last inspection, attainment in geography by the end of Years 2 and 6 was average. Standards of attainment in knowledge and understanding for the present Year 2 pupils are average but their written work is below average. By Year 6, standards of attainment are average in all aspects of the subject. Pupils' knowledge and understanding of factual information and their ability to relate this to their own lives are good throughout the school. Achievement in writing is satisfactory, with Year 6 pupils taking a pride in presentation, but they are not sufficiently involved in researching information and extending their knowledge and understanding, by reading library books or accessing CD ROMs.
129. By the age of 7, pupils compare their own locality to a fictional island in the Hebrides. They undertake a village walk, and draw maps. Writing includes postcards and simple comparative descriptions. Pupils learn about the effects of the seasons on humans by studying the world through the eyes of the toy Barnaby Bear. Through his holiday adventures they develop an understanding of world geography by locating

holiday destinations on a world map. Pupils are enthusiastic about the activities and learn from one another's experiences.

130. By the age of 9, pupils can locate the position of Upper Beeding in the British Isles and also the position of the village within the county. They know a great deal about rain forests and where these areas are located in the world. They also understand that different layers in the forest are home to different species and how these creatures have adapted to the forest climate.
131. By the age of 11, pupils have studied solutions to traffic problems in the village. They have studied weather conditions and recorded rainfall. At the time of the inspection they were currently reading about water conservation after having seen a drama production which highlighted concerns about the use and abuse of this natural resource. They read with interest the current edition of the Southwest newspaper 'Splash' and entered into lively discussion about the issues raised. Handwriting is good and presentation very good. No evidence is found of pupils using information and communication technology within geography, and there is an acknowledged need for CD ROMs and more use of computers for research, graph work and statistical analysis.
132. Pupils behave well in lessons; their motivation is good and their levels of concentration high. Relationships with teachers and other adults are strong and supportive. Pupils are attentive but not all readily offer oral responses in whole-class sessions. In one combined Year 3 and 4 class, about one quarter of the pupils were silent throughout the introductory discussion.
133. The quality of teaching and learning is always satisfactory and usually good. Teachers in Year 2 capture young pupils' interest and ensure that they are actively involved at all stages of the lesson. In this way concentration levels are maintained and often pupils make connections with real world situations such as their holiday destinations or previous learning. Visual stimuli were used well to engage Year 3 and 4 pupils' interest in the rain forest, with a magnificent recreation of a forest environment filling a complete wall of the classroom. Drama is a good motivating force for the upper year groups in helping their understanding about water pollution and other environmental issues. Occasionally the pace of the lesson is too slow and insufficient opportunities are provided for higher-attaining pupils to undertake independent research. This was observed in Years 3 and 4 and also in a Year 6 class. Marking and particularly written feedback to pupils are not consistent, with some teachers concentrating exclusively on features such as effort and presentation whilst others offer challenges to think about what, how and why the activity is being done, thus involving pupils actively in the assessment process. The provision for pupils' social, moral and cultural development is good; that for their spiritual development is less satisfactory. Too few opportunities are provided for pupils reflect and develop a personal, natural response to experiences which might excite their sense of wonder.
134. The leadership and management of the subject are good. The policy and schemes of work have been put in place since the previous inspection. They represent the best of the Qualifications and Curriculum Authority's materials within a topic approach to learning. Enrichment activities are provided in the day visit to a farm in Year 1 and the residential visit to the Isle of Wight for Year 6 pupils. Work is assessed by class teachers and standardised using National Curriculum criteria. These assessments are then collected by the subject leader and used to identify groups who may be achieving well or under-achieving. Pupils are involved in using 'can do' statements

but not in setting targets for personal improvement. Classroom assessment practice, marking and target setting are not well developed. Too few teachers provide the detailed support and guidance needed to achieve good quality work. Very good practice in assessment and marking does exist within the school but at the time of the inspection had not sufficiently influenced the work of all teachers.

135. Areas for development are the provision of better book and information and communication technology resources to support pupils' research and independent learning, especially in the library, and the improvement of marking and classroom assessment procedures. Statutory requirements are met.

HISTORY

136. By the age of seven, most pupils make good progress and their attainment is in line with national expectations. In Year 1, pupils have studied mediaeval castles. Pupils have drawn plans and built models and shown their work in school assembly. In Year 2, pupils have studied the life of Florence Nightingale. Their drawings and biographies are of a good standard.
137. By the age of eleven, attainment is in line with national expectations. Pupils in years 3 and 4 have studied the local history of Upper Beeding and produced some very good drawings of Tudor buildings. At the time of the inspection they were studying the Aztec civilisation. In years 5 and 6, pupils were researching aspects of life in Tudor times. Pupils develop a good sense of chronology and a sound knowledge and understanding of a range of periods of history. An area for further development is the improvement of research skills.
138. Pupils with special educational needs and those for whom English is an additional language make good progress and attain standards commensurate with their capabilities. Extra help is provided for those who have difficulty reading and understanding text, and some class activities are tailored to meet their needs.
139. The quality of teaching is always satisfactory and some is very good. A particular strength is the planning of teaching and learning. An example is in the careful progression of teaching topics from 1950 to the present day, in which pupils learned about the coronation of Queen Elizabeth II, space exploration, the electronics revolution, the Football World Cup and fashion in the 1960s and 1970s. A good feature of the teaching is the way in which teachers relate national events in the past to pupils' everyday experiences, through for example, family birthdays and local events. Most topics are thoroughly covered and learning is usually consolidated by a visit, as, for example, the visit to the Weald and Downland Museum by pupils studying life in Victorian England. Classes are well managed and teachers have good relationships with pupils. Teachers act as enablers and expect pupils to research for themselves. Teaching is less successful towards the end of some lessons. Teachers collect and summarise information from pupils but rarely add to it or suggest ways in which higher-attaining pupils might extend their knowledge. An area for development is to provide further opportunities for pupils to be more analytical and less descriptive.
140. Most pupils enjoy history. Behaviour is good and pupils work well either individually or in groups. Pupils' positive attitudes contribute to their learning.
141. The curricular provision is broad and balanced and meets requirements. All pupils have equal access to the curriculum although there are instances where pupils miss history for additional literacy support. Good provision is made for pupils' spiritual, social, moral and cultural development through history. Teachers take time to discuss issues as they arise. The Aztec civilisation, for example, raised a wide range of issues covering beliefs and social behaviour. Punishments on board ships in Tudor times raised questions about morality and social behaviour. An area for development is the further integration of information and communication technology into history lessons. Most sources researched by pupils are provided by the teachers rather than by the pupils themselves.

142. The leadership and management of history are satisfactory. The subject is well organised and the resources are adequate for learning. The end-of-topic assessment procedure by means of which the co-ordinator monitors pupils' progress, is effective in supporting planning. The subject has shown satisfactory improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

143. A number of whole-class information and communication technology lessons were observed at each key stage during the inspection in the school's ICT suite. In addition, a survey of pupils' work during the current school year, observations of pupils working at computers during lessons and discussions with pupils were undertaken. These observations indicate that, although most pupils have made good progress from a very low level of attainment on entry, the attainment of a significant minority of pupils in the current Year 2 cohort remains below expectations, and overall attainment is below national expectations at the age of seven. Attainment by the end of Year 6 is equivalent to national expectations, and pupils have made good progress in the past two years following significant changes to the curriculum. Pupils use the internet to research topics, and satisfactory cross-curricular use is made of information and communication technology in other curriculum areas. With the exception of the fall in attainment at the end of Key Stage 1, explained by the very high percentage of pupils with special educational needs in the cohort, this constitutes an improvement in standards since the previous inspection. The provision for, and standards in, information and communication technology were then a key issue for the school. The improvement since the inspection is due to the very good subject knowledge and enthusiasm of the subject co-ordinator and significant improvements in the range and quality of equipment. Additionally, training undertaken by all teaching staff, the adoption of a government recommended scheme of work throughout the school, and the introduction of a whole-school assessment system have helped to raise the subject's profile in the school.
144. Year 1 pupils have used a 'paint' program to produce illustrations for their topic on the farm and have produced graphs for their work on fruit. Although a majority of Year 2 pupils were able to undertake simple searches of a database on mini-beasts, a significant minority were unable to undertake this independently. Overall attainment by the age of seven is below expectations. During the year, Year 2 pupils have used their information and communication technology skills to paint Starry Night pictures, write a speech bubble for a piece of text, make patterns, and instruct a floor robot.
145. Year 3 and 4 pupils working with a CD-ROM simulation of the rainforest worked confidently through a range of scenarios including building a rope bridge. They used the computer mouse confidently to drag and re-position icons, moved between options and became increasingly aware of the consequences of the decisions they made. During the year, pupils have used a music program to compose a melody, designed wrapping paper, sent emails to another school, produced contents pages for their topic folders and planned 'Roamer' journeys. In one observed lesson, pupils in Year 5 were using a sensor connected to a computer to take readings of the temperature of samples of water, choosing appropriate displays to display their readings. Pupils in Year 6 used a sound sensor to detect and record changes in the environment during the day and answer questions about the resultant 'spike graph'. During the year, Year 5 and 6 pupils have been involved in a 'Welcome to the Web Challenge', used information and communication technology for observational line drawings, some of a good standard, and, following internet research, have designed their own stained glass windows.

146. The quality of learning is satisfactory in Key Stage 1 and good overall in Key Stage 2. Pupils are keen to work with the computers, work together appropriately, take turns and most work independently where required. The quality of teaching in the lessons observed at Key Stage 1 was satisfactory overall and, at Key Stage 2, where teaching ranged from good to satisfactory, teaching overall was good. Teachers are appropriately confident in the subject and demonstrate good classroom management skills. They make good use of the school's information and communication technology suite to undertake whole-class lessons in mathematics, for example. All pupils are fully included in all activities, less able pupils are well-supported by teaching assistants and, in the best cases, more able pupils are well-challenged by extension activities.
147. All classes have at least one computer with an internet connection and the school has a new ICT Suite with nine new multi-media computers and a mini-suite in the Year 5/6 building with four computers. This is a significant improvement in resources since the last inspection, although the school is aware of the need to increase the number of computers available in the ICT suite in order to make it possible to teach a full-sized class of 30 pupils. Funds obtained from the government's National Grid for Learning scheme have been used well to purchase new computers and to provide in-service training in the new equipment. Additional information technology equipment such as programmable 'floor turtles', sensor equipment and digital cameras are used effectively. The subject co-ordinator is very enthusiastic about the subject, has a good overview, and has made good progress in improving standards since joining the school following the previous inspection.

MUSIC

148. Standards in music are below expectations for pupils at seven, and above expectations for eleven-year-olds. This broadly reflects the findings of the school's previous inspection for Year 6 pupils, but is not as good for Year 2 pupils. However, pupils in Year 2 make good progress in relation to their prior attainment. Evidence from this inspection is based on lesson observations, scrutiny of teachers' planning, assemblies, extra-curricular activities, and discussions with the subject co-ordinator. Pupils enjoy their music making, especially when singing together. The last report judged that singing accompanied by tape was not wholly successful. Although pupils sing less enthusiastically than when singing with the teacher, it has improved, but could be even better if the singing were led from the front. Pupils with special educational needs, and those with English as an additional language, achieve appropriate standards and take a full part in all musical activities.
149. The quality of teaching and learning is good overall at both key stages, which is similar to the previous inspection. However, lessons taught by the subject co-ordinator are at least very good, and sometimes excellent. Lessons are planned well and prepared with a broad range of musical activities that are suitably challenging. Most teachers help pupils to be aware of what they are expected to learn and they accomplish this by sharing the learning objectives with pupils at the start and end of lessons.
150. By the age of seven, pupils sing a variety of songs tunefully, with good control and enjoy using appropriate actions. They are able to sustain a good rhythm when singing during assemblies. Pupils in Year 1 know the names of various percussion instruments, such as 'tambourine', 'drum' and 'triangle' and that the instruments are made from different materials, such as wood, metal or a combination of these and

they play them appropriately. Year 2 pupils recognise repeating patterns and can describe if the music is getting higher or lower. They record this by drawing arrows or dots as symbols for the notes, pointing either up or down to represent the direction of the music. However, they have very basic instrumental playing skills. In Year 2 this is due to their inability to concentrate on the task and the high proportion of pupils with special educational needs in the year group. Pupils in Year 1 have a better level of understanding about instruments and how to play them. Teachers work hard to stimulate pupils and help them to feel successful, but this is not always effective with the more challenging pupils in Year 2.

151. The quality of teaching and learning is good at Key Stage 2, and very good when taught by the subject co-ordinator. Pupils have a good understanding of rhythm and basic musical structure. They sing a wide repertoire of songs from different eras with accurate pitch. In the key stage singing session, the accompaniment of the co-ordinator, who is an accomplished pianist, enhanced pupils' tuneful singing of 'Celebration Song'. The co-ordinator's enthusiasm and love of music were clearly conveyed to pupils, which created an air of excitement and ensured pupils' total involvement in their learning. Excellent teaching resulted in excellent learning in this session because of the very high standards expected by the teacher. The management of such a large group was excellent, with very good behaviour from pupils. In class lessons, teachers use a variety of methods and have good strategies to recall work in the previous lessons. For example, in a lively lesson on graphic scores, pupils readily suggested instruments that express feelings. They recalled 'ostinato' from the previous term's work, and, in groups, successfully created their own graphic scores. In less successful lessons, inappropriate behaviour by the few inhibits the learning of the majority, and results in unsatisfactory progress. Listening skills are under-developed in these lessons, and some pupils show little respect for the instruments, using them inappropriately.
152. Pupils learn to play recorders during an extra-curricular club, and some pupils have peripatetic music lessons to play the cello, flute, clarinet or violin, which enhances their knowledge of correct musical notation. During the inspection, pupils listened carefully to classical music, when entering and leaving the hall for assemblies. They showed a sound knowledge of works by Elgar and Vivaldi. A small group of advanced recorder players confidently played Vivaldi's 'Spring' at the end of an assembly.
153. The subject is very well led by the co-ordinator, who provides very good, enthusiastic support for staff. There is a good policy for music, which is waiting for agreement by the governors. Most year groups use the Qualifications and Curriculum Authority's guidelines. Where year groups use other schemes, this leads to a lack of consistency across the school. The co-ordinator is trialing an assessment and recording sheet with her own class, and hopes this will lead to a better understanding of pupils' progress by staff. She has one afternoon per term to monitor music provision, but currently makes no judgements about the quality of teaching in the subject.
154. The school has a good range of resources, including electronic keyboards. The pupils would benefit from having more books about composers in the library, and whole-school displays about the 'music of the week' would further enhance provision. Older pupils have opportunities to join the choir and recorder groups. An after-school 'strings group' meets weekly. Each year, the choir takes part in the Steyning 'Carolthon'. All pupils take part in the productions at Christmas, which allows every member of the school to take part in making music. Key Stage 2 pupils take part in the yearly major productions, which are a great success, and well supported by

parents. Year 6 pupils have a 'leavers' concert, 'The Pied Piper of Hamelin' this year. This subject is enhanced by visiting musicians, such as the African musician who visited last term as part of 'Arts Week'. During the last school year, pupils joined in the 'Songs of Praise' at Bramber Castle, and the school participated as part of the very large backing group for the 'S Club 7' production of their song 'Have you Ever'. Music makes a good contribution to pupils' spiritual, moral, social and cultural development when they make and reflect on music together, share instruments and take part in musical productions.

PHYSICAL EDUCATION

155. Pupils' attainment in physical education by the end of Year 2 and by Year 6 matches the range of expectations for pupils of these ages. Some aspects of their attainment are good; for example, in dance, the standards achieved by Year 6 are above average. Almost all pupils can swim the 25 meters expected by Year 6 and some much further than that.
156. When the current Year 2 pupils entered the school, many had very low co-ordination skills and many in Year 1 still have more difficulty with skills such as catching and throwing than is usual for their age. By Year 2, though, good teaching has ensured that most have caught up and standards are average in this year. In a gymnastics lesson in Year 2, for example, pupils showed an average range of agility and competence in creating balances on various parts of their bodies and remembered their learning from a previous lesson satisfactorily. Some are very nimble, while others who are less agile move less well but often try hard. Pupils do not understand as well as they should the physiological aspects of simple warm-up and cool-down procedures because not all lessons include these phases. This aspect of physical education needs consistent emphasis in pupils' early years so that they understand the impact of exercise on their bodies.
157. In Year 3/4 classes, pupils' overall attainment in outdoor sports is good, with pupils showing above-average rather than below-average achievement in the various aspects of these disciplines. Pupils in a Year 5 gymnastics lesson could create an appropriate sequence of movements using indoor apparatus to the expected levels of competence. Pupils were also able to demonstrate that they could appraise others' performance through appropriate evaluations after watching their peers. By Year 6, pupils have a satisfactory understanding of the importance of warm-up activity. Their performance in dance is good, and some aspects of skills in a lesson practising bowling, catching and throwing for sports such as rounders and cricket, were above average. In general though, attainment by the end of Year 6 is average. Pupils' achievement is often good, given their low skills on entry and pupils with special educational needs are seldom identifiable from their peers except when their difficulties relate to behaviour. Standards in swimming have improved since the school started to use a local, heated pool, where motivation to swim has increased.
158. Pupils develop good, positive attitudes towards physical education during their time in the school and look forward to their lessons. Almost all behave well in lessons, showing a good sense of fair play and sharing resources well. Many participate in the very good range of extra-curricular physical education activities, which the school provides. These include race-walking, a strong local sport, and karate, in which some of the very youngest pupils had made good achievements and were presented with certificates in an assembly during the week of inspection.

159. Teaching of physical education is good. Very good teaching of dance has contributed to the good standards in Year 6. Teachers are confident about teaching the subject and use published schemes of work to give pupils a good experience across a range of indoor and outdoor disciplines. Many of the younger pupils have difficulty in controlling their own behaviour in the freer environment of a physical education lesson. Teachers' management of these difficult pupils is good, often enabling special educational needs pupils to participate satisfactorily in activities and to achieve well. Many lessons include warm-up phases with teachers making references to the effects of these sessions on heart-rate and other parts of the body, but this is not done consistently in all lessons. As pupils get older, teachers encourage them effectively to appraise others' performances and their own.
160. Physical education is co-ordinated well. A sensible balance of the curriculum gives pupils a progressively complex range of experience in indoor and outdoor activity. Resources are appropriate for the range of experiences provided and the school's facilities, hard and grass play areas for example, for both indoor and outdoor sports, are good. The school's own swimming pool was decommissioned, but swimming standards have improved since pupils have attended lessons in the local secondary school's heated pool.

RELIGIOUS EDUCATION

161. The range of pupils' knowledge and understanding in religious education matches the expectations for their ages throughout the school. As in other subjects, current Year 2 pupils' difficulties with writing mean that their written recording of learning is weak but, when talking about their learning, pupils demonstrate an average range of attainment. Many started their education with very little knowledge of other people's faiths and cultures. Most have learned well throughout their first two years, making good progress in developing their understanding of these abstract ideas. Some pupils in Year 2, though, still have an under-developed sense of religious and cultural differences. Pupils in a Year 2 class learning about Islam for example, needed to be taught patiently and repeatedly in order to understand that the sound of prayers differs because of culture and language. Most pupils, though, understand these ideas well and in another Year 2 class pupils were learning very well about Islamic traditions through the contributions of one of their peers. The range of pupils' religious education curriculum is good and covers the requirements of the locally agreed syllabus through carefully planned schemes of work to give experience of a good range of other faiths. In Years 5 and 6, pupils learn about aspects of Christianity, understanding these well at the different levels expected. By Year 6, higher-attaining pupils are beginning to be able to answer more abstract questions about why similarities and differences exist. This was clear in a lesson about Church of England and Baptist traditions and practice. Middle and lower attaining pupils were able to recognise differences in, for example, plain, simpler artefacts used in the Baptist tradition and more opulent ones used in Anglican practice. Higher-attaining pupils offered ideas about why these might be different and were starting to understand the importance of symbolism. Pupils generally make good progress and achieve well.
162. Teaching is good and pupils learn well, often from a very low base of knowledge. Teachers give a lot of thought to how they can extend pupils' experience and understanding of what are often very difficult concepts for pupils to comprehend. They succeed well and are well supported by good planning of the curriculum and suitable artefacts, especially for older pupils. The co-ordinator recognises the need to provide more diverse resources for younger pupils, or those with learning difficulties, who often require a different style of learning to enable them to develop their

knowledge and understanding securely. Pupils mostly learn to develop good, positive attitudes towards religious education, which contribute significantly to the spiritual, moral, social and cultural aspects of their lives. Contacts with local religious organisations and representatives consolidate pupils' knowledge usefully as they learn about different aspects of religion. The subject is managed well and standards have been maintained since the last report.