

INSPECTION REPORT

ST PETER'S CE PRIMARY SCHOOL

North Chailey

LEA area: East Sussex

Unique reference number: 114495

Headteacher: Mrs A Allison

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection: 24th – 27th September 2001

Inspection number: 197051

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	East Grinstead Road North Chailey East Sussex
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Appropriate authority:	The governing body of St Peter's CE Primary School
Name of chair of governors:	Councillor P Olbrich
Date of previous inspection:	March, 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17826	June Punnett	Registered inspector	Science, information and communication technology, art and design, English as an additional language, Foundation Stage	Information about the school. How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
09569	Jan Leaning	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
19897	Arthur Evans	Team inspector	Mathematics, geography, physical education, special educational needs, religious education	How good are curricular and other opportunities?
27644	John Tate	Team inspector	English, design and technology, history, music, equal opportunities	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's CE Primary School educates boys and girls aged between 4 and 11. It serves a village community and the surrounding area near Lewes, East Sussex. During the term of the inspection, there were 14 children in the Foundation Stage. In total, there are 134 full-time pupils, which is smaller than other schools of the same type. Two thirds of the pupils come from South Chailey. There is a broad spread of attainment on entry. There are more boys than girls on roll, with some classes having a disproportionate number of boys. There are no pupils who speak English as an additional language and no pupils from ethnic minority families. About seven per cent of the pupils are entitled to free school meals, which is below the national average. Approximately 18 per cent of pupils (24) are identified as having special educational needs, which is below average. One pupil has a statement of special educational need which is also below the national average. During the last school year, 15 pupils entered the school other than at the usual time of first admission and 21 left it at times which were not those of the normal leaving or transfer for most pupils. This represents an average level of mobility. Children enter the school with a wide range of attainment but, overall, they start school at below average levels of attainment.

HOW GOOD THE SCHOOL IS

This is a good school that is popular with parents and pupils. There is a clear sense of community. In science, standards are above average in Year 6 and in English and mathematics pupils' attainment at the age of eleven is broadly average. By the age of eleven, standards in information and communication technology remain lower than average, although they have improved significantly since the last inspection. The school is well led and managed resulting in significant improvements taking place since the last inspection and in a successful commitment to raising standards. The quality of teaching and learning is satisfactory overall although it is good at Key Stage 1. Throughout the school, pupils are sensitively looked after, and opportunities for extending their spiritual, social, moral, cultural and personal development are good. The school provides good value for money.

What the school does well

- The good leadership and management of the school have successfully promoted a good team spirit amongst staff, parents and governors and provide the school with clear educational direction.
- The school's good provision for pupils' spiritual, moral, social and cultural development is reflected in the pupils' good attitudes to work and the good relationships between pupils and adults.
- The school's good provision for pupils with special educational needs enables them to have full access to all aspects of the curricular provision so that they achieve good standards in relation to their previous attainment.
- The very good range of extra-curricular activities means that pupils have many opportunities to develop their skills and knowledge even further.
- The school takes good care of its pupils and has good procedures for monitoring attendance.
- The good partnership with parents contributes well to pupils' learning.

What could be improved

- The standards pupils achieve in information and communication technology by the age of eleven and the use of information and communication technology to support learning in other subjects across the school.
- The consistency in marking pupils' work so that all pupils are receiving high quality feedback on their efforts.
- The proportion of pupils attaining the higher Level 3 in writing by the age of seven.
- The consistency in teaching by temporary staff in Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The present headteacher took up her post just after the previous inspection. The school was last inspected in March, 1997 and, since then, it has made good improvements in most areas. There are good improvements in the quality of teachers' assessment practice in English, mathematics and science. Lessons are better matched to pupils' needs in the majority of classes resulting in an improved quality of teaching. Pupils' attainment in science has improved by Year 6, and standards in design and technology are higher than they were. The school's 2001 results are expected to be above the national average in science and the same as the national average in English and mathematics. The predicted results would be above the school's targets. Although still below average, the standards in information and communication technology have improved considerably since the last inspection. The quality of education in the Foundation Stage is not as good as it was judged four years ago but, nevertheless, provides children with a good start to their education. Governors have become more directly involved in, and knowledgeable about, the school and have a very good understanding of its strengths and weaknesses. The school has a good capacity to continue to improve.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	E	D	D	D
Mathematics	E	D	C	C
Science	D	E	B	B

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The information shows that standards in English were below average when compared with all and similar schools. In mathematics, when compared with all and similar schools standards were average. In science, standards were above average when compared with all and similar schools. Boys achieve better in mathematics and science than girls. Standards have been steadily rising in English and mathematics since 1998, and in science since 1999. During the inspection, the work seen in English and mathematics in Year 6 was average and, in science, it was above average. The work seen in design and technology at Key Stage 2, was above average; in information and communication technology, it was below average. The standards found in all other subjects, including religious education, were average. Achievement in swimming is good. It is satisfactory overall.

The findings of the inspection are that the current Year 2 pupils are attaining average standards in speaking, listening, reading, writing, mathematics and science. The work seen in all other subjects, including religious education are average. Achievement in Key Stage 1 is good. Children in the Foundation Stage achieve satisfactory standards overall. Most are on course to achieve the Early Learning Goals in most areas of learning although only a few are on course to reach the expected standards in communication, language and literacy by the time they are five.

Pupils with special educational needs make good overall progress in their learning and achieve standards that reflect their potential. More able pupils make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are keen to learn and this helps them to make satisfactory or better progress.

Behaviour, in and out of classrooms	Good overall. There was no evidence of bullying or oppressive behaviour although not all pupils find it easy to conform to what the school expects. Not all parents are happy about standards of behaviour.
Personal development and relationships	Good. Pupils mostly work well together, share resources and ideas well and take responsibility with enthusiasm. Pupils respond to and work well with pupils who may be disadvantaged.
Attendance	Very good. It is well above the national average with very little incidence of lateness.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 - 2	Years 3 - 6
Lessons seen overall	Satisfactory	Good	Satisfactory

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

The overall quality of the teaching and learning is satisfactory. This judgement reflects lessons seen and judgements about pupils' previous work. A good proportion of teaching is good and there are a few examples of very good teaching. Teaching and learning are underpinned by the good relationships between staff and pupils. Teachers respect the pupils and expect them to do their best. Consequently, pupils respond well and achieve well in lessons. The marking of pupils' work does not always help them to improve. Support staff make an important contribution to the work in classrooms and the good teamwork means that pupils who need extra help have the benefit of focused support from adults. The needs of all pupils are well met, including more able pupils and those with special educational needs. The quality of teaching and learning for pupils with special educational needs is good.

Overall, English and mathematics are taught well. Work is carefully planned in these subjects and staff take care to develop pupils' literacy and numeracy skills in other areas.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curricular provision is good and provides a range of worthwhile learning opportunities. Statutory requirements are met. The school makes very good provision for extra-curricular activities and for pupils' personal, social and health education.
Provision for pupils with special educational needs	Good. Pupils are well supported and are given appropriate work to help them make progress, especially in literacy and numeracy lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with very good provision for pupils' social development. There are close links with the Church and good opportunities for spiritual and moral development through literature and assemblies. These aspects make an important contribution to pupils' personal development.
How well the school cares for its pupils	Good. The school has good procedures in place to assess pupils' progress in English, mathematics and science. Procedures for assessing pupils' progress in other subjects are under developed. There are good procedures in place for health and safety and for monitoring and promoting good behaviour.

Good links with parents helps to raise standards. Parents are very well informed about the school's work and support pupils' learning well. Some parents help in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has effectively focused on raising standards during a difficult time, with many staff absences. She receives good support from staff with management responsibilities. All work well together as a team, and are committed to raising standards and improving the quality of education for all pupils.
How well the governors fulfil their responsibilities	The governors make a good contribution to the management of the school. By working closely with the headteacher, they are able to play an important role in shaping the direction of the school.
The school's evaluation of its performance	Very good. There are rigorous monitoring procedures in place that give staff and governors a clear picture of pupils' progress and the quality of teaching and learning. The headteacher and governors are well aware of the strengths and weaknesses in the pupils' performance and take appropriate action to bring about improvements.
The strategic use of resources	The school's resources are used well to promote pupils' learning. All developments are carefully costed, best value sought, and criteria to determine cost effectiveness are established in advance. School development planning appropriately covers a three year period. During a time of agreed budget deficit, finances are well managed.

The school has an appropriate number of teaching and support staff who are well qualified. Accommodation is satisfactory and the school makes good use of what is currently available. The new building programme is due to begin shortly. Resources are satisfactory and are of good quality.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high standards of work. • They are made to feel welcome in school. • Reports are impressive both in quality and detail. • They have high opinions of the work of the headteacher and staff. • The pre-school induction procedures. 	<ul style="list-style-type: none"> • Some aspects of behaviour. • The variable expectations about homework. • The financial status of the school. • Standards in physical education in the Key Stage 1. • The safety aspect of having access to the school across a very busy main road, and parking. • More information about children's progress.

The inspection supports the positive views of parents. The behaviour in classrooms is variable and is dependent on the quality of teaching and the relationships between the teacher and the pupils. In the playground, especially at lunchtimes, behaviour is lively yet good. The inspectors found some inconsistency in the setting and marking of homework as the homework policy is not always well followed across the school. It is beyond the brief of the inspection team to improve the school's financial status. The standards in physical education in the infants are broadly average. The inspection team experienced the difficulties in crossing the busy main road and like parents, found difficulties in parking. We understand that the governing body is exploring a solution to this problem. Although 21 per cent of parents, of the 30 per cent who replied to the questionnaire, expressed concerns about the amount of information they receive from the school about their children's progress, the inspection found that this information was good compared with that received in other primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children are on course to reach broadly average standards by the end of the Foundation Stage in all areas of development except communication, language and literacy, where more are not on course to achieve the Early Learning Goals. Most children enter the school at below average levels of attainment in all aspects of learning except personal and social development where their attainment is average. They make good progress in knowledge and understanding of the world, physical development and mathematical development, and most are on course to reach average standards by the end of the Foundation Stage. In personal, social and emotional development and creative development, children make sound progress. Progress is satisfactory in communication, language and literacy, although the children are on course to reach standards that are still below average by the end of the Foundation Stage. Overall, the quality of children's learning and their achievement are satisfactory, including those with special educational needs. This differs from the judgement of the previous inspection that found the quality of education to be very good. Children with special educational needs are particularly well supported and make appropriate progress in relation to their previous attainment.

2. In the end of Key Stage 1 tests in 2000 compared with all and similar schools, standards in reading and writing were well below average and, in mathematics, they were above average. The assessments made by teachers in science in 2000 were average. The trend in standards in these tests and assessments has been variable. It has been generally upward since 1997 but dropped again in 2000 in reading and writing. There are no significant differences in the attainment of girls and boys.

3. The findings of the inspection are that, in Year 2, the pupils reach average standards in speaking, listening, reading, writing, mathematics, science, art and design, design and technology, information and communication technology, geography, history, physical education, and religious education. There was insufficient evidence to make a judgement about music. Compared with the findings of the school's last inspection, standards are higher in science and information and communication technology and similar in all other subjects. These higher standards are directly related to the improvement in the quality of assessment in science and the improved knowledge of teachers in information and communication technology, compared with the findings of the school's last inspection. These factors, and the good overall quality of teaching and learning at Key Stage 1 account for the good progress and achievement of the pupils at this key stage.

4. In the end of Key Stage 2 tests in 2000, compared with all and similar schools, standards were below average in English, average in mathematics and above average in science. The trend in the school's average National Curriculum points for English, mathematics and science was above the national trend. In English and mathematics, attainment at Level 5 or above was well below average. In science, attainment at Level 5 or above was close to the national average. In science, at Level 4 or above, the progress made by pupils between Key Stage 1 and Key Stage 2 was very high; in mathematics, it was well above average and in English, it was above average. Girls perform less well than boys in all three subjects over three years although this was not evident during the inspection. The school exceeded its targets for the percentage of pupils achieving Level 4 and above in English and mathematics in 2000 and has increased these targets suitably for 2001.

5. The findings of the inspection are that, in Year 6, the pupils reach above average standards in science. In English, mathematics and in the majority of other subjects, including literacy and numeracy, standards are average, with the exception of design and technology where they are above average, and in information and communication technology where they are below average. There was insufficient evidence to make a judgement about music. Compared with the findings of the school's last inspection, standards are higher in science because of improvements in the quality of assessment and record keeping and the co-ordinator's focus on raising the subject's profile. Pupils' achievement is satisfactory at Key Stage 2.

6. Pupils with special educational needs generally make good progress in their learning, against their capabilities and their previous learning. The individual education plans drawn up for many of these pupils show clear and specific learning objectives. These targets are revised termly, and show steadily increasing learning and achievements. This is due to the good support and, for some, the special tuition they receive, as well as to the generally well co-ordinated teaching in the classroom.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, values and relationships are good throughout the school. The school's aims include building each child's self esteem, responding to each child's needs, and encouraging the enjoyment of learning and the politeness and responsibility of the children. The school is successful in implementing most of these aims; they are at the forefront of school life. All pupils are involved in the school nativity performance in some capacity and this, and the extra curricular activities, are seen as a way to improve self-confidence, which in some cases is poor. Most pupils enjoy school, work hard, concentrate well and are polite, courteous and respectful to each other and to adults, although one or two find this more difficult. Despite the canteen being so small, efforts are made to ensure that there is a social atmosphere at lunchtime and older pupils help the younger ones. Pupils understand the rules and know right from wrong. In conversation they said that *'if you don't have rules it would be a 'bad' place'* and that *'rules make it fair'*. The pupils are involved in deciding on the school's 'Golden Rules', which are reviewed each year.

8. Although behaviour in the school is good overall with high expectations and most pupils respond well, there are a few pupils, mainly boys, whose behaviour is unacceptable. These include three boys who have been excluded for fixed periods and whose behaviour is constantly under review. In lessons, most pupils listen carefully, settle quickly to their work and concentrate well on their tasks. A few do not, especially when teaching is less interesting. Pupils move about the school sensibly and handle resources with respect. Rewards and sanctions are fairly and consistently applied and parents are involved at an early stage if there are problems. There are stepped sanctions but each day starts afresh. Rewards include praise, stickers, certificates and an 'effort' tree. No bullying was seen during the inspection, and pupils say that it does not exist. There is no litter or graffiti.

9. Children in the Foundation Stage settle quickly into the school routines. They have positive attitudes towards work and play. They interact well with adults in the class and with other children. The children are friendly and behave well. Children enjoy coming to school and derive full benefit from the range of available activities. Staff encourage children to develop personal responsibility in learning and children quickly learn how to organise themselves well.

10. Personal relationships in the school are good. Adults are good role models and all pupils are encouraged to take extra responsibilities, younger pupils take the register to the office and other pupils help with getting out and putting away equipment. There is a school

council for pupils in Key Stage 2, which meets at least once each half term. The school council organised a 'table top' fair to help raise funds for new playground equipment. Year 6 pupils help in the canteen and take charge of the office at lunchtime after being trained by the secretary. Younger pupils are helped by older ones and this interaction is encouraged. Pupils raise funds for those less fortunate, the local hospice, Comic Relief, Operation Christmas Child and the NSPCC and there has been a fitness day. Pupils in Year 6 host a harvest tea for older residents. Pupils with disabilities and from different backgrounds are fully integrated, with no evidence of harassment or other inappropriate behaviour.

11. Social and personal education is taught through the personal, social and health education programmes, through 'circle time', across the school and through high quality assemblies. There is an opportunity for one-to-one discussion in 'Talk Time' at lunchtimes. There are many visits and visitors and, in Years 5 and 6, pupils can go on a school visit, alternately to an activity centre and to France. Funding is available for all those who wish to go. There is a sex education policy. These good standards ensure positive opportunities for pupils to achieve their best.

12. Attendance figures are very good. They are well above the national average at 3.3 per cent for authorised absence and the figures for unauthorised absence are below the national average at 0.4 per cent. Registers are properly maintained and meet statutory requirements. Parents are given good information to encourage them to send their children to school regularly. Most pupils are punctual to school and to lessons but the few who are not are regularly monitored and letters and telephone calls are made to the parents.

13. Since the previous inspection, the standards in attitudes, values and behaviour have been improved and personal relationships are good. Attendance has improved it is now carefully monitored and is very good. The inspection team agrees with the parents at the meeting and in discussion that the ethos is positive and that there is a very good level of extra curricular activities. A few parents who responded to the questionnaire expressed concerns about behaviour, but the inspection team found that behaviour is good overall.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching and learning is satisfactory overall, although there are differences between parts of the school. This judgement is better than the findings of the school's last OFSTED inspection when the quality of teaching was found to be unsatisfactory in one in five lessons in the juniors, and one in four lessons in the infants. Shortcomings were found mainly in the infant classes, but this is no longer the case. In the 1997 inspection, 16 per cent of the teaching was judged to be less than satisfactory. During this inspection, 45 lessons or parts of lessons were seen. The quality of teaching was very good in seven per cent, good in 44 per cent, satisfactory in 44 per cent and unsatisfactory in four per cent. The quality of learning closely mirrors these figures. The teaching makes identical provision for the needs of boys and girls, although some differences are noted in the performance of more able boys in the 2001 national tests for English where no boy attained a Level 5. At the time of the inspection, the 2001 results were invalidated.

15. The quality of teaching and learning for children in the Foundation Stage is satisfactory overall, and children make suitable progress and reach appropriate standards given their below average entry point. During the previous inspection, teaching was judged as very good and occasionally excellent. This is no longer the case. The Foundation Stage children are now in a mixed age class, with Year 1 pupils. Within this overall judgement, teaching and learning are good in physical and personal, social and emotional development. During this inspection, five observations of the teaching of children in the

Foundation Stage were made. Twenty per cent of the lessons seen were judged to be good and 80 per cent satisfactory. Overall, teaching in the Foundation Stage is judged as satisfactory resulting in children's satisfactory progress. Teachers' planning and expectations and the way basic skills are taught are good; planning is well linked to the Early Learning Goals for children of this age. Teaching methods are used appropriately to direct children's learning, for example, with number work, handwriting and practical skills, such as using scissors. The use of day-to-day assessment is satisfactory and is a factor in the progress that children make.

16. At Key Stage 1, the quality of teaching and learning is good and promotes good progress for all pupils, including those with special educational needs. Standards in most subjects are average due to staffing difficulties and school re-organisation during the past year. At this key stage, 11 lessons were observed during the inspection, seven in the Year1/2 class and four in the Reception/ Year 1 class. Nine per cent was very good, 64 per cent was good and 27 per cent was satisfactory. In the key stage as a whole, the quality of teaching and learning is very good in personal, social and health education. It is good in science and physical education. It is satisfactory in English, including literacy, mathematics including numeracy, information and communication technology, geography, history, design and technology and religious education. There was insufficient evidence to make a judgement about music. At Key Stage 1, most aspects of the quality of learning are good. There are particular strengths in the management of pupils, the teaching of basic skills, teachers' planning and the use of homework. Teachers' expectations are not always as high enough for the presentation of pupils' work.

17. A Year 1/2 literacy lesson based on the book *Goldilocks and the Three Bears* illustrated the strengths of English teaching at this key stage and that the school has implemented the National Literacy Strategy well. The lesson was well planned with work provided for pupils of all abilities. Lively presentation of the lesson ensured that pupils concentrated well. They listened well to explanations of words such as 'sly' and in the subsequent drama session tried to act the part of the 'sly wolf'. The very good quality of the relationships in the class resulted in pupils responding positively to the teaching and behaving very well. When acting out the story, pupils moved to the hall sensibly, with no time wasted. Thoughtful teaching appropriately emphasised the dangers of going into a stranger's home, and pupils took this idea very seriously. The teacher's very good management of the class was demonstrated when she expected the pupils to listen to each other, they clearly understood the teacher's expectations and quickly responded. Good progress was made in this lesson.

18. At Key Stage 2, the quality of teaching and learning is good in two out of the three classes and satisfactory in Year 6. This is similar to the judgement of the school's previous inspection that found teaching to be less secure in the top juniors, although teachers have changed since then. This promotes a similar rate of progress and above average standards in science, and design and technology in this key stage. Pupils with special educational needs make good progress in their learning due to good support from adults during lessons. This judgement is an improvement on the findings of the school's previous OFSTED inspection which found teaching to be sound or better overall but inconsistent. Some inconsistencies remain but these are mostly due to having a seconded temporary teacher. During the inspection, 29 lesson observations were made at this key stage. Seven per cent were very good, 41 per cent were good, 45 per cent was satisfactory and seven per cent unsatisfactory. The quality of teaching and learning is strongest in the Year3/4 and Year 4/5 classes. There is a temporary seconded teacher in the Year 6 class. The quality of teaching and learning is good in science and physical education. In English, mathematics, art and design, history, geography, information and communication technology, and religious education, it is satisfactory. There was insufficient evidence to

make a judgement about music. The teaching of physical education was also a strong area at the time of the last inspection and in information and communication technology, teaching has improved. There are no significant weaknesses in the quality of learning at Key Stage 2 although, in Year 6, pupils make insufficient effort to produce work of a high standard and generally lack a good work ethic due to weaker teaching in this class. Particular strengths in the majority of classes are the teaching of basic skills, teachers' knowledge and understanding of their subject areas and the use of homework to support learning. Pupils with special educational needs make good progress in most Key Stage 2 classes, but satisfactory progress in Year 6 due to weak class management and control.

19. A Year 4/5 lesson on exploring the properties of sand and salt exemplified the good quality of the teaching. The pupils listened very carefully to the teacher's introduction and joined in enthusiastically with ideas about how they could separate the salt from the sand. "Mix it with water; use a filter; dissolve in hot water". The teacher showed good class management and control, including managing some pupils showing extremely challenging behaviour. She had high expectations that they would not call out or talk over others. Two thirds of pupils in this class are on the school's register for special educational needs. Good questioning by the teacher throughout this session enabled the pupils to refine their understanding of the idea well. The promotion of spoken language was good but it was evident that less than half the class had the breadth of vocabulary to enable them to express their ideas succinctly. Very few pupils knew that when a substance is dissolved it becomes a 'soluble' solution. Once the practical activity began, pupils of all abilities concentrated well and showed the ability to work collaboratively. Those experiencing behaviour difficulties were well supported by the special educational needs co-ordinator. Good progress was made in this lesson.

20. Strengths of the teaching include the way in which the pupils' behaviour is managed in almost all classes and the use of support staff. At Key Stage 2, the expectations which the teachers have of the pupils, the way in which they teach them basic skills and their knowledge of the subjects that they teach are also considerable strengths. The most significant weaknesses in the teaching in the school, which are specific to Year 6, are slow pace in information and communication technology and weak behaviour management in history. For example, during a history lesson the teacher was inclined to speak over the pupils' voices, consequently, few understood the task and behaviour deteriorated. The lack of challenge in an activity, as seen in this history lesson, resulted in some pupils becoming indifferent and making unsatisfactory progress in their learning.

21. Compared with the findings of the school's previous OFSTED inspection, relationships, assessment and recording of pupils' progress, the use of time, the organisation and management of pupils, expectations, use of classroom support and the teachers' knowledge of the subjects they teach have all improved. There is a variation between all classes and the Year 6 class. The teaching of pupils with special educational needs remains strong. The marking of pupils' work has improved but consistency in marking remains variable. Where marking is good, it helps pupils to improve their work and is not simply a tick. Standards of presentation of work, although satisfactory, are not high enough. At the last inspection, high expectations for the quality and quantity of work were regular characteristics. Overall, there have been good improvements in the quality of teaching and learning.

22. Teachers use appropriate methods, which enable pupils identified with special educational needs to learn effectively. This gives rise to good progress and standards in relation to their previous attainment. Appropriate use is made of information and communication technology to support the learning of basic skills. The links with the literacy and numeracy strategies are good. Teachers take full account of the targets set out in

individual education plans, and they are sufficiently practical for class teachers to implement when support staff are not present. The assistants for pupils with special educational needs offer good support and keep accurate records of the progress of the pupil with a statement of special educational need.

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

23. The school provides a broad and reasonably balanced curriculum, offering all the pupils a good range of worthwhile learning opportunities, including the Foundation Stage children in the mixed Reception/Year 1 class. It affords a good preparation for secondary school. A key issue of the previous inspection report was to ensure the full implementation of information and communication technology, and of science, and the school has done this. There are opportunities for swimming in Key Stage 2 and these pupils also have a weekly French lesson. At present, about seven pupils take advantage of opportunities for tuition on the violin. Total weekly teaching time is in line with national recommendations at both key stages. The school is implementing the national strategies for literacy and numeracy well. In Key Stage 2, mathematics is taught in ability sets, formed by previous attainment. There are clear policies for all subjects, although some, such as mathematics and art and design, are not up-to-date. The curriculum is soundly planned and the school has adapted planning successfully to meet the new needs of mixed-age classes. The headteacher monitors and evaluates the curriculum well. The school meets its obligations to provide a daily act of collective worship and religious education conforms with the requirements of the locally agreed syllabus.

24. The number of pupils on the special educational needs register is broadly similar to the national average for a school of this size. The school's special educational needs policy statement is not up-to-date but, nevertheless, it meets the requirements of the current Code of Practice. Provision for these pupils is good, which reflects the findings of the previous inspection report. Pupils who need extra support are identified as early as possible, and good quality individual education plans are drawn up for them. These provide clear and achievable academic and personal targets for the pupils and are easily accessible for daily reference by the teachers. Pupils with special educational needs are generally making good progress in meeting their targets. There are adequate learning resources to support pupils' work. Support is provided both within classrooms and by withdrawal to a pleasant special educational needs room. Withdrawal from class lessons is carefully planned. There is no register of more able pupils, but a clear action plan seeks to make adequate provision for them. For example, a few very able pupils are taught mathematics in the year group above them. Setting by ability in Key Stage 2 mathematics has also been introduced to provide an appropriate challenge for more able pupils.

25. There is a very wide range of extra-curricular activities, which enriches the curriculum and parents appreciate this. Regular clubs include football, netball, short tennis, cricket, computers, cookery, chess, art and craft, choir, a French club and a homework club. Sports matches are played against local schools and teams play in local tournaments. Last year, the school came third in the area schools' swimming gala. Learning is also enriched by means of a wide range of visits and visitors.

26. The school makes good use of the community to enhance learning. There are close links with St Peter's Church, where pupils celebrate harvest and Christmas and the Vicar is a regular visitor to school. Other visitors have included the local Member of Parliament, the local radio news reporter, police officer and parents with particular expertise or experience.

27. There are good links with pre-school playgroups and very good links with the local secondary schools. There have been many joint subject projects with one secondary school and Year 6 pupils have visited that school to participate in open days and have undertaken more advanced work in science. Year 10 students helped to coach Year 6 pupils in last term's fitness week. Year 6 pupils visit the school before transfer. There is good liaison between the two schools regarding pupils with special educational needs.

28. The school makes good provision for the pupils' personal, social and health education. Issues such as feelings, tolerance, friendship and respect are dealt with in discrete sessions and in assemblies. In a personal, social and health education session for pupils in Years 1 and 2, the teacher made good use of a memory game to develop pupils' confidence and to make learning enjoyable. Due attention is paid to personal hygiene and to the dangers of drugs misuse, largely through science lessons. There is a clear sex education policy. The teachers answer questions about human growth and development openly and honestly as they arise, with due regard to pupils' age and maturity. There is specific sex education for Year 6 pupils in their final term at the school.

29. The school makes good provision for the pupils' spiritual, moral, social and cultural development, which reflects the findings of the previous inspection report. Provision for the pupils' spiritual development is good. This is fostered both through good quality acts of collective worship, on themes such as celebrating people, friendship and bullying, and through trying to instil a sense of awe and wonder in learning. The special educational needs co-ordinator has begun an innovative 'Talk Time Club' in which pupils can talk freely about any worries or problems which they have. The pupils are taught to respect and care for pets and other creatures. The teachers celebrate pupils' efforts in a weekly assembly. In the Reception/ Year 1 class, listening to music leads to sound development work in art, dance and science.

30. There is good provision for the pupils' moral development and improvement in pupils' behaviour is a priority. A clear revised behaviour policy states the school's approach towards bullying and outlines a good system of rewards for positive behaviour. 'Golden rules' and classroom rules are prominently displayed around the school and positive effort is rewarded on a 'caring/sharing tree', on an 'effort board' and through 'effort shields'.

31. The school makes very good provision for the pupils' social development. Most parents feel that the school helps their children to mature and to become more responsible. Year 6 pupils undertake various tasks around the school, in the office, in assemblies and with younger pupils during wet playtimes. They have participated in a 'Safety in Action' day at Plumpton and they can take advantage of a cycling proficiency scheme. They have listened to the local police schools' liaison officer talking about stranger danger and being a good citizen. These older pupils host a harvest tea for local senior citizens and they develop social skills on an annual residential visit. The school choir has performed at the village 'Lunch Club' and at Chelwood Gate Nursing Home and Year 4 pupils are closely and regularly involved with pupils at Chailey Heritage School. All the pupils have supported a number of charities. Last year, Year 3 pupils raised money through sponsorships for the flood victims of Lewes.

32. Provision for the pupils' cultural development is good. In history, the pupils learn about the legacy of past cultures to British life today and they visit many museums in order to enrich learning. There have been visiting music recitals and dance workshops for the pupils and an artist in residence has worked with them. Some pupils have visited the Gardner Arts Centre and some have participated in the East Sussex schools' carol concert and in the area music festival. The school ensures that pupils understand the multi-cultural

nature of society in Britain and throughout the world. In religious education, they develop respect for diverse faiths and cultures and this work is also developed through art and geography. Key Stage 1 pupils have listened to an African story and this led to work in art and design and technology. In a Key Stage 2 lesson, pupils learned about bread making in different countries. Proximity to France is reflected in the good provision made, through work in school and through a residential visit to Dieppe, for an understanding of French culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school's aims for its pupils are to provide the highest standards of learning within a secure friendly and stimulating environment. As a result, most learn well and make good progress. Pupils are valued as individuals and the school works hard to get to know them and their families. At break and at lunchtimes, pupils are supervised well by a sufficient number of adults, who have received training to enhance playtime activities. Outside agencies, for example, the educational welfare officer, police liaison officer and school nurse give good support to the school. There is also a visit by the fire safety bus. This caring atmosphere enhances opportunities for children to do their best.

34. The policy for child protection is good, the headteacher is the responsible officer and has had training in the new format. All staff are aware of the need for vigilance and of the school's arrangements.

35. The policy for health and safety is good with involvement of the whole school community. The headteacher is the responsible officer. There has been a risk audit; risk assessments take place and there is a health and safety governor. The caretaker quickly deals with any site hazards. All substances are stored safely. The school is on a busy main road and there are concerns for the safety of pupils and staff.

36. Children in the Foundation Stage are well cared for and it is evident that they feel comfortable in their surroundings. Assessment and record keeping procedures are satisfactory. On-going observations of the children at work and play, within each area of learning, are satisfactorily established. Consequently, the teacher is gaining a good overview of children's progress. This information, together with contributions from parents and pre-school providers, provides a clear assessment of what the child can do and knows. This information helps to guide teachers when planning an appropriate curriculum. Good systems exist to monitor progress in reading which are well supported by the parents.

37. The care and support for pupils with special educational needs are good. Support assistants know the pupils they work with well. The caring ethos of the school ensures that pupils with educational needs have good opportunities to take part in all activities. There are good procedures for identifying pupils with special educational needs and they are quickly identified when they join the school. Through the school's good procedures for tracking pupils' progress and well-organised individual education plans, effective arrangements are made for the regular review of progress. Pupils' progress is reviewed formally once a term and new targets are set as appropriate. The school works closely with relevant outside agencies and the parents are fully involved in this process.

38. All staff have some first aid training which is ongoing and two are fully trained. An incident and accident book is kept. There is no medical room and no provision for anyone to lie down. Anyone who is unwell is cared for either in the kitchen or in the headteacher's office, which is obviously unsatisfactory. Fire drills take place each half term; fire and electrical and physical education equipment is checked regularly and records are kept of these checks.

39. The school has good policies for personal, social and health education, which provide a framework and curricular context for the personal and social development of pupils at the school. Learning takes place through assemblies, 'circle time' and across the curriculum, and sex and drugs education is included. Pupils have individual targets set, regular comments are added to pupils' records and a tracking sheet is in use. At the end of each school year, teachers meet and discuss the personal development and specific needs of pupils moving on.

40. The policy for monitoring attendance is good. Registers are maintained according to statutory requirements and a very proactive approach to lateness and absence is now in place. The secretary checks the registers regularly, telephones to check reasons for absence and notifies the headteacher. The educational welfare officer calls at least once each half term and follows up any problems. Parents are reminded of the need to send their children to school regularly, in newsletters and in the school prospectus. The good attendance has a positive effect on learning.

41. There is a clear statement of expectations of behaviour, which is managed well, with few sanctions but many rewards, including praise, stars, stickers, certificates an 'effort' board and letters to parents. The sanctions are stepped, with extreme behaviour recorded and monitored and parents informed if poor behaviour continues. There are policies dealing with behaviour and with bullying, and a behaviour action plan in place for 2001 - 2002, which are good. No social exclusion was seen during the inspection.

42. The procedures for induction for new pupils are very good. Parents and their children visit for story time and for 'taster' afternoons, and the staff make home visits and also go to the playgroup. Most pupils transfer to the nearby secondary school and liaison is good with a programme of informal visits to help pupils cope easily with the transition. Pupils also take part in activities at the new school and at other local secondary schools.

43. The key issue raised in the last inspection report relating to the impact of assessment on planning has been resolved satisfactorily. Critical monitoring and evaluation of work achieved by pupils have also been addressed as far as English, mathematics and science are concerned, but staffing difficulties during the last academic year prevented the school from extending the process through to the other subjects. All teachers are now actively involved in target setting for pupils, including those with special educational needs.

44. The quality of assessment and analysis of data has been improved since the last inspection. The school maintains a large bank of relevant information about the progress of each pupil. This includes all the results from national and school tests, which are administered almost every year. Examples of work and forecasts for future attainment are also included. This information is used to monitor progress against potential and to help in target setting.

45. The core subjects of English, mathematics and science are taught using national materials and guidelines, which include tested methods of assessment. These have been successfully introduced and are reflected in the improvements noted elsewhere in the report. The school has gradually implemented similar schemes of work for the other subjects, but the associated assessment procedures have not been applied. The co-ordinators are aware that, in order to raise standards in each subject, a systematic method to identify strengths and weaknesses is necessary to enable teachers to plan more effectively.

46. The school makes very good use of the data from end of key stage tests and also the optional tests for Years 3, 4 and 5 to measure performance in reading, mathematics and English. Data are analysed methodically to provide the school with much useful information. This, in turn, helps the teacher and the individual pupil to set appropriate targets for improvement. Teachers also examine samples of pupils' work to determine the levels attained against local and national standards.

47. The standards of care are good and have a positive influence on pupils' attainment. The inspection team agrees with the parents' comments that this is a caring, happy school with supportive staff and pupils who respect each other. The team understands and shares their concerns over road safety. Since the previous inspection, care for the pupils has improved and is now good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The effectiveness of the school's link with parents is good. Parents are actively encouraged to support their children's learning and many do so well. They give good help in school with reading and on school visits. They are welcome in school and their help is appreciated. Parents have been involved with information and communication technology and with a design and technology project. They say that their children enjoy school and the many visits, visitors and after school activities.

49. The quality of information provided by the school is very good. Twenty one per cent of parents who returned their questionnaires disagree about the quality of information. The evidence of the inspection finds that there are two consultation evenings, an open evening and other meetings to support the curriculum each year and targets are set for pupils. There are regular newsletters. The annual reports meet statutory requirements; they contain good quality information about pupils' attainment and progress and include targets and areas for development. There is an opportunity for parents' comments and a follow-up meeting if required. The school prospectus and the governors' Annual Report to parents are clear and informative but the governors' Report does not meet statutory requirements as it lacks information on the progress of the action plan since the last inspection. Overall, this is a strong area of the school's work.

50. There is a home school agreement, which gives good encouragement for all to work together to improve children's opportunities and which all sign. Contact books are in regular use to ensure that there is a dialogue about progress and any helpful comments. There is also a parents' questionnaire which is analysed to ascertain satisfaction and to find out parents' suggestions and concerns (45 per cent of parents responded). These good links support and encourage pupils' learning.

51. Parent governors understand their role, are keen to involve other parents, and are encouraged to attend staff meetings. The Chair of Governors is available on a Friday morning if parents wish to see him.

52. There is a very active Friends' Association which holds regular and successful events, including both social occasions and for fund raising. The money raised provides a valuable extra source of income. Money has been used to improve the equipment for activities in the playground, for computers and to support school visits. In the next year, there is a planned focus to raise funds to provide events such as science or art days. Many parents help out with events and others give good support. These good links support and encourage pupils' learning. At the previous inspection, many areas were felt to be positive and they are now good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The quality of the school's leadership and management is good. The leadership of the school ensures clear educational direction. The school has a good ethos. St Peter's aims to provide a secure, happy environment that builds on success at an individual level, and to ensure equality of opportunity for everybody. It is successful in meeting these objectives. The school has taken appropriate steps to ensure that the performance management policy is well implemented to support staff development. The governing body fulfils its responsibilities well with the exception of a minor omission in their Annual Report to parents. The school is well placed to improve in the future.

54. The headteacher is well supported by the deputy and all staff. There is a good team spirit at this school. The headteacher was appointed after the school's previous inspection and, although the last report was favourable in leadership and management, many aspects required attention. These included the monitoring process by the senior management team, the variable rate of progress made by pupils with special educational needs and the lack of teachers' knowledge of assessment practice and their commitment to the aims of the school. Another weak area highlighted in the school's previous report was the failure to implement fully statutory requirements with regard to information and communication technology, science and aspects of English and mathematics. All these aspects have been very well tackled by the current headteacher. Assessment is used well in English, mathematics and science although in the other subjects, it is at an early stage of development. The monitoring, evaluation and development of teaching by the headteacher and co-ordinators are strong, resulting in satisfactory or better teaching across the school. There is a shared sense of responsibility in the school and staff want to do the best for the pupils that 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 other local primary schools, pre-school providers, and very good links with its main receiving secondary school. The governors' intention for the school to work in partnership with the community is successful. The school development plan supports the school's priorities well. This is a caring school underpinned by valuing and respecting each individual's contribution.

55. The school development plan outlines developments for three years and is used in detail to record actions for one year. This works effectively in this school where a falling roll, due to demographic reasons, and staff sickness and resignation mean that school development and the curricular planning have had to be re-organised almost annually. The raising of standards in writing, the updating of policy documents, the development of information and communication technology and the appointment of two permanent teachers are highlighted. Various accommodation issues are identified such as the building of a new school hall and entrance and administrative areas.

56. Good systems are in place for pupils with special educational needs. They are rigorously monitored and good records are kept of the provision made by the school for each pupil. There are good regular informal contacts between all staff who provide support. There is a designated governor for special educational needs. Good use is made of the appropriate places in the school for small group work. Resources for special educational needs are satisfactory. Outside agencies are used and the school seeks extra help where appropriate.

57. The governing body is highly effective and very supportive of the school, and through its committees are informed about curricular and resources issues. Frequent visits mean that governors have a very good first-hand knowledge about the school, and are better able to give the headteacher support. The finance committee carefully monitors the

finances of the school, and has a good knowledge of the school's finances. Funding grants allocated for staff training are well used. Funds for special educational needs are well managed and are used prudently to support pupils.

58. The most recent audit report found the management of finances to be satisfactory. All recommendations have been implemented. The management of finances is very good. Management of the day-to-day money matters by the administrative officer is good. Best value principles are applied in the use of services and resources although a small budget deficit is forecast for the end of this financial year. The governing body meets its strategic responsibilities well in managing the school and planning for the use of resources. Individual governors have developed links to subjects and make informal and formal visits to the school. There is a good working relationship with the management of the school. The strategic role of governors is good.

59. The accommodation is satisfactory overall and the staff make effective use of all the accommodation. There is no fenced-in outdoor play area for children in the Foundation Stage although the covered patio area does provide a suitable extension to the classroom. It is planned that a new hall and entrance/administrative area will be built on the site. The majority of junior pupils are housed in mobile huts on a rented field, owned by a local landowner. Learning resources are satisfactory or better in all subjects. The current staffing broadly meets curricular needs although the school lacks permanent teachers for Year 6 and for the Foundation Stage. Induction of staff new to the school is good, as is the mentoring of newly qualified teachers, and has resulted in their being quickly integrated into school routines. Teaching staff work well with support assistants to ensure that provision for pupils with special educational needs matches their individual needs. Pupils benefit from well-trained support assistants, who are fully briefed about the needs and requirements of pupils. Statutory requirements are met in all areas with the exception of a minor omission in the governors' Annual Report to parents. The costs per pupil are slightly higher than average, however, the good quality of the school's leadership and management and of the majority of teaching, the good provision for pupils with special educational needs, and the good provision for pupils' spiritual, moral, social and cultural education mean that the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to build on the improvements already achieved, the headteacher, staff and governors should:

- (1) ***Continue to raise the standards that pupils achieve in information and communication technology by the age of eleven and further develop the use of information and communication technology to support learning in other subjects across the school.** (paragraphs 5,19,81,93,102,118,120,121,122,123)
- (2) ***Improve the consistency in marking pupils' work so that it indicates clearly to pupils where their mistakes are, and tells them what they need to do to improve their work.** (paragraphs 15,17,20)
- (3) ***Increase the proportion of pupils attaining the higher level 3 in writing by the age of seven by providing potential higher attaining pupils with more challenge in their work.** (paragraphs 2,70)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improve the governors' Annual Report to parents so that it meets statutory requirements. (paragraphs 48,52,58)
- Improve the presentation of pupils' work. (paragraphs 15,75,78).
- ***Further develop assessment practice in subjects other than English, mathematics and science..** (paragraphs 42,44,53,108,113,119,122,126,131)
- ***In the new building take due account of aspects of the accommodation including the provision of a fenced-in outdoor play area for the Foundation Stage and other outstanding aspects.** (paragraphs 54,58,67)
- Improve the consistency in teaching by temporary staff at Key Stage 2, by ensuring that the high quality found in most classes is common to all. (paragraphs 17,19,20,58,72,95,116)
- Ensuring that the small budget deficit is eliminated. (paragraph 58)

Items marked * are identified in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	20	20	2	0	0
Percentage	0	7	44	44	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	134
Number of full-time pupils known to be eligible for free school meals	0	10

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	24

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence	%
School data	3.4
National comparative data	5.2

Unauthorised absence	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	14	16
Percentage of pupils at NC level 2 or above	School	83(93)	78(93)	89(93)
	National	83 (82)	84(83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	16	16
Percentage of pupils at NC level 2 or above	School	78 (89)	89(93)	89(96)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000			

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	13	15
Percentage of pupils at NC level 4 or above	School	87(52)	87(71)	100(61)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	12	11
Percentage of pupils at NC level 4 or above	School	73(65)	80(58)	73(71)
	National	70 (68)	72 (69)	79 (75)

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

Where there are 10 or fewer pupils numbers of pupils are not shown.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	133
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	7	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	17.8:1
Average class size	26.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	94

Financial information

Financial year	2000/01
Total income	353529
Total expenditure	357843
Expenditure per pupil	2294
Balance brought forward from previous year	-4314
Balance carried forward to next year	-7702

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	160
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	31	60	9	0	0
My child is making good progress in school.	30	54	12	4	0
Behaviour in the school is good.	10	66	19	3	2
My child gets the right amount of work to do at home.	22	58	15	3	2
The teaching is good.	41	41	16	2	0
I am kept well informed about how my child is getting on.	34	46	19	2	0
I would feel comfortable about approaching the school with questions or a problem.	66	25	5	2	2
The school expects my child to work hard and achieve his or her best.	54	41	4	0	2
The school works closely with parents.	36	49	15	0	0
The school is well led and managed.	38	47	12	2	2
The school is helping my child become mature and responsible.	41	48	7	2	2
The school provides an interesting range of activities outside lessons.	43	52	3	0	2

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

61. The school makes sound provision for children in the Foundation Stage. At the time of the previous inspection, provision was judged as very good, but this is no longer the case. The school admits 22 children into the Reception class. At the time of this inspection, seven children attended full time and seven were part-time. The inspection took place at the start of their third week in school. Children share their class with ten Year 1 pupils. Almost all children have playgroup experience. Most children begin school with below average skills, especially in speaking and listening, language and literacy when compared with children nationally. This is confirmed by initial assessments by staff of what children can do, know and understand. Personal, social, emotional and physical skills are satisfactory on entry and provide a solid foundation for staff to develop these areas of learning. Most children are on course to attain the Early Learning Goals in mathematical development, creative and physical development and knowledge and understanding of the world. In personal, social, and emotional development, teaching is effective and all pupils are on course to meet the Early Learning Goals. Not all children, however, are on course to attain the Early Learning Goals in communication, language and literacy by the time they are five years old. A strength of the provision is the way the temporary class teacher works in partnership with the class assistant, who is an experienced playgroup worker. Overall, the quality of teaching and learning is satisfactory for these children, with good teaching that promotes personal, social and emotional development and children's physical development well through dance.

Personal and social and emotional development.

62. Most children enter the Reception classes with average levels in their personal, social and emotional development. The quality of teaching by all staff ensures that children make sound all round progress so that by entry to Year 1, they attain average levels. The quality of teaching and learning is good. Children respond positively to school rules, and their behaviour is good. They are confident in their approach to learning tasks and when talking to other children or adults. Relationships are supportive and children learn to share equipment, co-operate in their play and show concern and respect for each other. The secure and stimulating environment, which staff create, fosters their curiosity and sense of wonder. The good links established with parents enhance this positive start. Children with special educational needs are identified early and are included in all activities. Their needs are understood and well met, and activities are well matched to their previous attainment. Children take responsibility for a range of duties including taking the register back to the office and tidying up at the end of sessions

Communication, language and literacy

63. Children enjoy listening to stories and readily share books with each other and adults. Adults use talk to good effect, showing that they value what children say. Most are good at questioning children to extend their learning. In their writing area, children negotiate amicably the roles of 'writer' and 'telephone caller'. All staff make their high expectations known to children who, as a result, listen carefully and begin to express their own views clearly. In whole class discussion time, there is insufficient recording of speaking skills to plan the next development for all children.

64. Elements of the literacy framework are well used, including both word and text level work. Progress in reading is satisfactory, as a result of the teacher's knowledge of basic

skills development. The quality of teaching is satisfactory overall. Children know how books work and understand that print conveys meaning. A good start has been made to early phonic development. For example, many children know that 'fish', 'five', and 'frog' begin with the sound 'f'. Children have access to a range of good quality books and thoroughly enjoy opportunities to read to adults and to each other. Parents are very supportive through regular home reading. They receive good guidance from the school about best practice in the early stages of reading.

65. Supplies of paper, pens, crayons and pencils are available and children write freely in the writing area. Children are confident early writers and work sampling shows that more able pupils have made good progress since they started school three weeks ago.

Mathematics

66. Children enter the school with a limited number knowledge. They are able to count by rote, but very few understand the relationships between objects and numerals. Elements of the Numeracy Strategy are well used to give shape and focus to lessons. The quality of teaching is satisfactory. All children can count and sequence numbers to five, with a few going on a little further. They see mental mathematics as fun. Satisfactory teaching by all staff ensures that a range of practical activities supports satisfactory learning. When playing ladybird dominoes, one boy evaluated his own progress effectively as he stated, '*I don't need to count those spots any more. I know there are four.*' When making sequences of wooden beads, children demonstrate their ability to construct both colour, and number sequences. Estimation is part of everyday activities and children know that you can have either made a near or not so near guess. Most children are on course to meet the Early Learning Goals for mathematics.

Knowledge and understanding of the world.

67. Children enter the school with a satisfactory understanding of the world around them. The teaching assistant is particularly well used to support activities, enabling good development of children's speaking and listening skills. Teaching is satisfactory overall. Good attention is given to developing children's awareness of the pattern of the days of the week, months of the year and seasons. From their stories and from talking about events that have taken place, children understand aspects of the past in relation to themselves and their families and are beginning to distinguish between fact and fiction. Children enjoy using computers. They control the mouse and approach new learning confidently, well supported by adults. Children make good progress in this area of learning.

Physical development

68. Children make good progress in their physical development. The quality of teaching is good. Children change independently for physical education lessons. They are confident in their use of space in the hall and display agility and dexterity. Children have access to a range of large wheeled outside toys and a satisfactory range of climbing and balancing equipment. They share and take turns in a very agreeable way. However, there is no appropriately fenced-in area for the Foundation Stage children, as at the time of the last inspection. Teachers plan and effectively provide a good range of activities to help children develop skills in handling simple tools, malleable materials and construction kits. Such activities support the children's eye and hand co-ordination and their manual skills. In lessons, children follow simple safety rules and use equipment sensibly.

Creative development

69. Close co-operation between the teacher, the well-trained assistant and a regular supply of voluntary helpers is crucial to the sound progress that children make. The quality of teaching is satisfactory overall. Children use paint boldly and have an independent approach, well supported by established routines for the care of resources. They explore colour and texture using a variety of materials and can explain how things look and feel. Children cut and paste adeptly and persevere until they are satisfied with their results. An example of this showed their ability to paint, cut, paste and stick wool and felt onto cardboard plates to make representations of their faces. They join in confidently when singing in assemblies or performing number and nursery rhymes in their classrooms. Children achieve only average standards in music overall, as a result of there being insufficient accessible percussion instruments for children to use. In a music session, children showed that they know that music has a regular beat and are confident in their own singing abilities. The provision for imaginative play is good and children co-operate amicably. *'The bear in his cave'* is an example of an imaginative play area. Children make satisfactory progress: they move confidently, play agreeably and respond very positively to the interest and attention of adults.

ENGLISH

70. In the previous report, pupils' attainment in English was judged to be variable at the end of both key stages. The majority of Key Stage 1 pupils reached standards in line with national expectations in reading, but there were weaknesses in writing. At the end of Key Stage 2, the majority of pupils did not reach average national standards, in either reading or in writing. Over the past four years, there has been a steady improvement, particularly at the end of Key Stage 2. The Year 2000 test results reveal that the gap in standards has been narrowed and is now close to average at age 11. When results are compared with those of pupils in similar schools, the same conclusions are drawn. Many pupils begin their education with poor listening and speaking skills but gradually improve in all aspects of English as they progress through the school.

71. Indications from the most recent results in 2001 suggest that the improvement in overall standards has been maintained and the targets set for the Year 6 group have been met. Boys attained less well at the higher levels than girls. At Key Stage 1, standards are similar to previous national averages but the potentially higher attainers are not achieving as well as might be expected in writing. This represents an inadequate degree of challenge. Pupils with special educational needs achieve good standards compared with their previous attainment, especially when they receive well-targeted support in class.

72. Standards in speaking and listening on entry to Year 1 are poor. Pupils enjoy listening to, and talking about, stories, rhymes and poems, as was evident when the Foundation Stage and Year 1 pupils listened to *The Bear Hut*. All pupils listen attentively, some making worthwhile contributions when asked. A few pupils speak with confidence, but most remain passive, and do not venture a reply or an opinion unless prompted by the teacher or assistant. There is a marked improvement in Year 2. Having read *Goldilocks and the Three Bears* in the classroom, the pupils then re-enacted the story in the hall. Even the quietest of pupils took a full and active part in the lesson, and it was evident that this well-known story was fully understood and enjoyed. Additionally, the language development which took place, and the opportunity to perform in front of the class, was a very valuable experience which clearly boosted confidence.

73. In Key Stage 2, pupils are good listeners but the experience is less consistent. In Year 5, pupils were reading a Jacqueline Wilson novel and discussing the feelings of the

main character. The pupils were fully engaged, including those with learning difficulties. They were able to empathize with the character and discussed his difficulties in detail. One pupil with behaviour problems moved from lack of interest at the start of the lesson to vocal involvement by the end. In Year 6, the opportunities to listen to others and to talk about matters of importance or interest are limited. In a history lesson about evacuation during the war, pupils were asked to draw items of clothing which might be taken with them. It was a passive exercise, lacking any sort of challenge and with very little scope for the development of spoken language or the researching of books, the internet or other resources.

74. In both key stages, standards in reading are average. In Key Stage 1, pupils handle books confidently. Average pupils read simple texts accurately and with understanding and employ a number of strategies to tackle new words. The more able read confidently and with good expression and can retell a story accurately. They are beginning to have an opinion about what they like and what they do not.

75. In Key Stage 2, this process is developed with pupils having access to scheme books until they are ready to move on to the general fiction material. In Year 6, most pupils read with fluency and accuracy. Many can predict outcomes. Research skills are developing and pupils are confident when withdrawing books from the reference library. The monitoring of readers is systematic at both key stages. Records indicate when books are changed, and any difficulties which have occurred. Entries are helpful and supportive.

76. Standards in writing are satisfactory across the school. The analysis of previous work indicates that, in Key Stage 1, there is a fairly heavy reliance on printed worksheets linked to the National Literacy Strategy. This hinders the development of creative and descriptive writing and does not provide the opportunities for pupils to express their thoughts and feelings through their writing. This judgement is confirmed by the absence of any pupil reaching the higher Level 3 in the 2001 writing test. Year 2 pupils provide articles for *The Chailey Chronicle* and work on the composition of a story, but good examples, particularly from the more able, are difficult to find. The presentation of work is very variable. Handwriting is taught in a logical way but size and shape are not always consistent.

77. In Year 6, an analysis of previous work confirms that pupils write in an appropriate range of forms, which include letters, stories and newspaper reports. They use English in other subjects, for example writing about the ancient Greeks and when recording scientific experiments. There was a wide variation in standards between the year groups with Year 5, who are the current Year 6, providing little evidence of progress at any level. The previous Years 4 and 6 stretched the more able and provided a more balanced and interesting programme of work. Year 4 pupils produced some very good Haiku poems and a well-written class story in a series of chapters.

78. During the inspection, Year 5 pupils wrote imaginative postcards to their parents from an activity camp. The cards were written correctly, were well presented and contained messages which gave a clear idea of their thoughts and feelings while away from home.

79. Pupils in Key Stage 2 do not always have the opportunities to develop their ideas in sufficient detail. As a result, the more able do not have the chance to reach their potential. The analysis of work, in particular, showed the lack of emphasis placed by the school on the importance of pupils planning, drafting, editing and refining their written work. This shortcoming in provision undermines achievement in writing in the school. A sound spelling policy exists and is followed carefully throughout the school. A handwriting policy is also followed but standards of presentation are often variable and untidy.

80. Throughout the school, standards in literacy are average but literacy skills across the curriculum are generally under-developed, except in science. This diminishes the scope for extending pupils' range of experience in writing and often does not present sufficient challenge especially for the more able.

81. The quality of teaching and learning in English is satisfactory or better at both key stages. In the better lessons, teachers are confident, enthusiastic and very well prepared. Opportunities are sought to involve all the children, as in the Year 2 drama lesson linked to the *Goldilocks* tale. The teacher entered into the magic of the story and the pupils made it live. Good training and a mutual respect enabled the session to run without any fear of disruption or bad behaviour. The Year 5 pupils, learning about the building of characters in a story, were encouraged to express sometimes difficult feelings. The pace of the lesson was very good but the teacher allowed pupils the opportunity to reflect and think about themselves and about other people. They were totally engaged in the process. Pupils in both these examples rose to the level of challenge set by the teachers.

82. The curriculum in English is balanced and meets the requirements of the National Curriculum. The National Literacy Strategy has been implemented well. The comprehensive language policy supports teaching and learning well. Assessment procedures are good across the school and a large bank of information about every pupil has been created to inform and guide teachers and parents. Pupils have appropriate targets in literacy. The use of information and communication technology to support teaching and learning in English is under-developed. The quality of marking is very variable and ranges from straightforward ticks and crosses to good examples which enable pupils to understand where they have gone wrong and to move forward.

83. The co-ordinator has been appointed recently. Systems are in place to enable an oversight of planning to take place and for regular monitoring of teaching and standards in the future. Classroom assistants are well trained and are deployed efficiently at the beginning of the literacy hour. They give good support to individuals and to groups during the activity sessions. Resources in English are satisfactory and the library and classrooms have an appropriate range of books to support research and study skills and to enable pupils of all ages to enjoy their reading. This is very important in Chailey because, geographically, the pupils have very few alternative venues from which to borrow books. The catalogue of library books has recently been computerised and, in future, pupils will access the software when borrowing and returning their books. Displays are usually bright and imaginative and give pupils a sense of pride in their efforts.

MATHEMATICS

84. In Year 6, standards are average. This judgement reflects the findings of the previous inspection report, pupils' attainment in the 2000 end of Key Stage 2 national tests and provisional results in the latest tests. The target of 74 per cent of pupils to achieve the expected National Curriculum Level 4 or above was easily exceeded and a did not represent a sufficiently high level of expectation in the target setting process. Standards have risen gradually over the past three years as a result of the school's successful implementation of the National Numeracy Strategy. Girls have outperformed boys at the higher Level 5 or above, though no significant difference is apparent at present. In both key stages, pupils with special educational needs receive good support and are making good progress.

85. The strengths of pupils' achievements are in data handling in Key Stage 2 and this shows a significant improvement on performance in the previous inspection. Aspects of

measurement are also strong. The major weakness is in the pupils' ability to apply their mathematical skills to solve real life problems, such as those involving money.

86. In Year 2, standards in basic numeracy and in other areas of mathematics are average, which reflects the findings of the previous inspection report. This judgement is not as good as pupils' attainment in the 2000 end of Key Stage 1 national tests, when the year group had more pupils with special educational needs, but it does broadly reflect provisional results in the latest tests. Having fallen dramatically in 1997, standards rose significantly to 1999, since when standards have been fairly static. Over the past three years, girls have outperformed boys, although no significant difference is apparent at present.

87. By the age of eleven, many pupils understand how to use partitioning in addition, but they are much weaker at subtraction and division. Only the more able are confident with multiplication tables. Many find it difficult to use doubling and halving to solve problems. Most pupils can convert simple fractions to decimals and they can add decimals to two places in the context of money. They can calculate the area and perimeter of simple shapes and they are familiar with the language of probability. The pupils make use of their mathematical skills in other subjects. In science, for example, Year 5 pupils measured ingredients carefully to make bread, Year 4 pupils have drawn accurate line graphs of bean growth and Year 3 pupils measured soundly in newtons in work on forces. In geography, Year 3 pupils have drawn sound bar and line graphs of climate statistics in different world locations.

88. Overall, the quality of teaching and learning in Key Stage 2 is satisfactory. It is best in the Year 3/4 class. Here, in a top ability set, the teacher used questioning effectively in order to make the pupils think carefully about different ways of making sums of money using real coins and notes. He made useful links between spending and subtraction and saving and addition and this made learning more real for the pupils. Later in the lesson, the teacher asked pupils to explain how they had worked out their answers and this allowed them to learn from their mistakes. In a lower ability set, the teacher made good use of a 'stop-go' game which helped the pupils in their understanding of adding and subtracting money. Clear explanations helped the most able to convert pound notation to pence and the other way round. In an effective plenary, the teacher ensured that there was consolidation of learning both by the group which he had focused on and by the less able group supported well by the learning support assistant.

89. By the age of seven, the pupils understand place value in tens and units and they can order numbers to 100. They can round numbers to the nearest ten. They have a sound understanding of the idea of half, but are less sure of a quarter. Pupils can measure and weigh classroom objects reasonably accurately. Their knowledge of three-dimensional shapes is more limited. They can use simple block graphs and Venn diagrams to represent data, but these are often very untidy. The pupils use their mathematical skills in other subjects. For example, in science, Year 2 pupils accurately recorded the temperature of coffee kept in a variety of insulating materials and Year 1 pupils drew sound block graphs of their eye colours.

90. The quality of teaching and learning in Key Stage 1 is satisfactory. Presentation of work is an area of concern. There are examples of good teaching. For example, in a lesson for pupils in Year 1/2, the teacher placed a good emphasis on correct mathematical vocabulary in a brisk oral session and this helped the pupils in adding two or more numbers to 20. She asked increasingly harder questions, which helped more able pupils to add to well beyond 20. She matched group work well to pupils' differing needs and made effective use of a learning support assistant and of practical equipment to help the less able.

91. Teachers in both key stages have adapted well to the three-part daily mathematics lesson. Brisk oral sessions are placing an appropriate emphasis on developing pupils' ability to make quick mental recall of number facts. The teachers match work well to varying needs. They consolidate learning in effective plenary sessions, and through a regular weekly homework task for all classes.

92. The headteacher has just taken on responsibility for managing the subject. She has led staff training on numeracy and she has monitored and evaluated planning and teaching, with a view to sharing best practice. She recognises that the subject policy statement is outdated. She has produced a clear action plan to improve standards further. Already, Key Stage 2 pupils are taught in ability sets, with a view to matching work more effectively. There are good procedures for assessing and tracking pupils' progress. Learning resources are adequate. Through encouraging collaborative work when necessary, the subject makes a sound contribution to the pupils' social development. The subject meets National Curriculum requirements.

SCIENCE

93. The findings of the inspection are that standards are above average in Year 6. This is the same standard as the pupils achieved in the end of key stage national tests and assessments in 2000 and as the provisional results in 2001. However, it is a very good improvement on the findings of the school's last OFSTED inspection in 1997 when standards were judged to be well below average. This improvement is due to the school's effective concentration on raising standards in this subject, which has resulted, for example, in clearer guidance for teachers and more effective use of assessment information. All pupils make good progress in this subject and achieve well. Pupils with special educational needs benefit from the teachers' high expectations of them which has resulted in almost all pupils reaching at least average standards in science in the 2001 national tests. The data show that boys outperform girls in these tests over a three-year period. However, the difference in performance is not significant and this inspection finds very little variation in the achievement of boys and girls currently in the school.

94. The strengths of the pupils' achievement include their understanding of living things including the care of teeth and how smoking affects health, changing materials, the circulatory system, earth and space and electricity. A comparative weakness is pupils' understanding of forces. Information and communication technology is satisfactorily used, for example, to construct and interpret data on line graphs to show the number of wood lice in different environments. At present, pupils do not use of sensors to measure temperature.

95. In Year 2 standards are overall average, which is better than the findings of the school's last OFSTED inspection, when standards were well below average. The pupils attained below average standards in the 2000 end of key stage assessments by teachers when compared with schools nationally and of a similar intake. Standards have improved, particularly for the more able, where the percentage reaching Level 3 is close to the national average. Pupils with special educational needs, make good progress in relation to their previous attainment. No significant differences in the attainment of boys and girls were observed. The 2001 results indicate that they will be similar to 2000.

96. The quality of teaching and learning is good in both key stages, except in the current Year 6 where it is satisfactory. In the school's last inspection, no judgement was made about the quality of teaching. A particular strength of the teaching is the way other aspects of the subject are taught through investigation and in which the pupils are involved in experimental work. The pupils enjoy this approach and it has resulted in improved standards in the last four years. In a Year 2 lesson, teaching and learning were good as the

teacher provided a range of different materials for pupils to identify similarities and differences. Work was set for pupils of all abilities, including more able pupils, and there was a good level of talk about the task as pupils worked in pairs to undertake the activity. The analysis of work shows that Year 2 pupils have good opportunities to investigate a range of foods and sort them into foods that contain fibre/ vitamins/proteins/minerals and fats. Pupils produce line graphs of the rate of bean growth and make predictions about how tall their beans will grow. They find out which material is the best insulator to keep the teacher's coffee hot and how to insulate an ice cube.

97. Another strong aspect of the teaching in both key stages is the assessment and recording of pupils' progress, and the way this information is analysed and used to plan the pupils' work. This results in the pupils receiving work which they can do but which they have to think about. As a result, good progress is made.

98. A Year 3/4 lesson about the way in which light can create shadows exemplified the good teaching and learning in the subject in Key Stage 2. This lesson was well planned to build progressively and well on the pupils' existing skills. The lesson began with a good revision session in which the pupils responded well to the teacher's penetrating questions. This established that they already had a good understanding that, if light is shone on their puppets, a shadow is created. The objective of the lesson was to extend this understanding and to develop the pupils' observational and recording skills. This was carefully explained to them so that they fully understood what they were expected to do. The teacher did a good demonstration of how to make the test fair and how light travels from a source. The pupils decided that they could use their shadow puppets at varying distances from the light source. The pupils worked effectively in groups to test the distance and size of the puppets from the light. They shared and used the generous resources well. The pupils worked in mixed ability groups including many with special educational needs. These pupils received help from their peers and from the teacher and the learning support assistant and made good progress in the same way as other pupils. Extension work was provided for the more able. The teacher's control of the class was very good and the pupils behaved well and showed good attitudes to their work. The teacher handled the difficulties of pupils with behavioural difficulties very calmly and very effectively. Very good links were made with mathematics, as pupils used metre rules for the activity and the intention was to record their results accurately using tables.

99. The subject is well managed and has made a very good improvement since the school's last OFSTED inspection. Since that inspection, standards have improved considerably. This is due to the school's focus on this improvement. This has, for example, taken the form of much improved use of assessment information, improvements to the scheme of work, an effective revision programme in Year 6 and the development of thinking skills. The co-ordinator has a good action plan for the continued development and improvement of the subject. The curriculum is enriched through opportunities for Year 5 pupils to take part in the primary science challenge at Lewes Old Grammar School, and Year 6 pupils to have science master classes at the local comprehensive school. Last year, a successful science week was held at St Peter's. As part of the enrichment activities, younger juniors visit the Herstmonceux Science Centre. Science makes a good contribution to the pupils' spiritual, moral, social and cultural development, for example, through the study of the positive and harmful effects of smoking and drugs on the human body. The subject meets National Curriculum requirements.

ART AND DESIGN

100. The evidence indicates that pupils reach average standards in both Year 2 and Year 6 and reflects the findings of the previous inspection. Pupils with special educational needs

attain appropriately. Pupils with a particular interest in the subject have the opportunity to attend the after school art club to learn more advanced techniques, such as using scissors to create flower pictures in the style of Matisse. All pupils achieve satisfactorily as skills are taught progressively. Pupils show good attitudes to their work; they concentrate well and show satisfactory creative development.

101. The quality of teaching and learning in Key Stage 1 is satisfactory. This judgement reflects the analysis of previous work and wall displays and talking with pupils and the co-ordinator. Teachers' expectations are satisfactory, but work sometimes lacks originality and imagination. Pupils create pictures in the style of Kandinsky and make large models out of 'junk' materials. They closely observe fruit and produce sound representations of a pineapple. Pupils use polystyrene tiles to print pictures of leaves and create wax drawings of sunflowers. They begin to tear paper and create their own freeform pictures. They have a limited knowledge of the works of other artists, although they can identify some features of the work of Matisse, Kandinsky and Van Gogh, and this is unsatisfactory.

102. The quality of teaching and learning is satisfactory overall in Key Stage 2. Lessons are well planned and organised with clear learning objectives. Assessment is broadly satisfactory but is not informing planning. The analysis of work shows that younger junior pupils have used digital cameras to inspire their pictures of a winter landscape. In a very good Year 3 and 4 lesson, pupils confidently developed their skills in design as the teacher had very good subject knowledge and demonstrated this technique well. Pupils had an appropriate understanding of the range and use of colour, and blended and mixed colours effectively to produce different tones in their pictures. Pupils recognised Chagall's work as 'unusual, mixed-up colours'. In this lesson, sketch-books were well used. Sketch-books, across the key stage, are used satisfactorily to promote similar standards in the subject. The analysis of work shows that pupils in Year 5 produce satisfactory quality ink drawings of daffodils, pen drawings of a post office in Victorian times and of St Peter's Church. They experiment with watercolours and create designs for Roman mosaics. Year 6 pupils, in the lesson seen, used viewfinders to help them understand that artists choose a viewpoint carefully. This class was unable to recall any facts about the artists of the pictures they looked at, for example, Turner, Constable, Monet or Renoir, and this is unsatisfactory.

103. Leadership in this subject is satisfactory. The co-ordinator has some good ideas of how to develop the subject but as there is no up-to-date policy and scheme of work in place, there is insufficient guidance available for teachers. Opportunities for monitoring lessons are in place. Pupils rarely visit galleries but receive lessons from local artists to support their learning. An example of this was the artist in residence who worked with all pupils to create an imaginative animal batik. The accommodation and resources are satisfactory, however, there is an insufficient range of resources that reflect works of art from other cultures and times. Displays are good reflecting the work covered last term. The use of information and communication technology is unsatisfactory. Artwork contributes well to pupils' cultural development through the study of Indian art styles. However, although artists' work is well used, there are missed opportunities to develop this to its full potential to support mathematical work. The provision for pupils with special educational needs is good overall enabling pupils to access the curriculum fully with support.

DESIGN AND TECHNOLOGY

104. From evaluation of the small number of lessons seen, scrutiny of planning and pupils' work and discussions with pupils and teachers, the indications are that average standards are achieved in Year 2 and good standards in Year 6. This represents an improvement at Key Stage 2 where attainment was judged to be satisfactory in 1997.

105. By the age of 11, the principles of design, making and evaluation are well established and pupils have participated in food technology projects. Year 5 pupils found out about different types of bread. A variety of European products was provided and pupils were given the task of testing the quality and taste of each one in a fair and reasoned way. The work was conducted with gusto and accompanied by predictable exclamations such as 'ugh!' or 'yum!' A survey was completed on which pupils were asked to pass opinions, record results and gauge value for money. All the pupils benefited from this work, including one with severe behavioural problems who participated as well as anyone else.

106. Scrutiny of pupils' work in Year 6 reveals an ambitious design and build project supported, crucially, by the parents. From a small beginning, the pupils, teachers and parents built a large working machine from plywood, string, pulleys, junk materials and assorted technology. The pupils drove the development forward, adding refinements and improvements as they went along. At the time of the inspection, the finished product had been partially dismantled but was still a source of great interest to the remaining pupils, the Year 6 having moved on. All the elements of a successful project were incorporated in it and, as part of the process, the builders had introduced younger pupils to the machine, explaining how it had been designed and built and how it worked. This is a really good example of design and technology playing a significant part in the life of the school.

107. In Year 1, pupils were discussing suitable furniture for a bear's house. They decided to design and build a bed using cardboard. They could use scissors and glue with developing precision and were prepared to modify their ideas and designs through trial and error. The length of the legs on several of the beds was uneven, and this caused concern when the teacher points out what is likely to happen. Pupils concentrated very well during this lesson and co-operated easily with one-another, sharing ideas and materials.

108. The evidence indicates that the quality of teaching and learning is never less than satisfactory at both key stages and is often good. The rate of progress for pupils, including those with special educational needs, is also satisfactory or better at both key stages.

109. A new co-ordinator has recently been appointed. He is very experienced and enthusiastic about developing design and technology even further. The programme is supported by a sound policy and published scheme of work but the assessment element is under developed, and there is insufficient guidance to help teachers to plan more effectively. There are sufficient resources to meet pupils' needs. The particular strength in this subject is the partnership between the school and the parents, which has resulted in such a stimulating and worthwhile project.

GEOGRAPHY

110. Standards in Year 2 and Year 6 are broadly average, which reflects the findings of the previous inspection report. Most pupils, including those with special educational needs, are making satisfactory progress in developing their geographical skills and knowledge. Boys and girls attain equally.

111. An analysis of pupils' work indicates that, by the age of seven, the pupils know that a map is a view from above. They have drawn satisfactory plans of their classroom. They can locate their homes on a local map and can plot their route to school. They have used their mathematical skills soundly to record the results of surveys of passing traffic and of cars on the school car park.

112. By the age of 11, the pupils can research information on their own, using atlases and reference books to find out about the geography of countries in Western Europe and

about major world rivers. The pupils know something about the course of the lower Ouse and the dangers posed by flooding. They have investigated where people in Chailey go to shop and they know some of the reasons for the growth of local villages. Younger pupils in Key Stage 2 have compared life in Chailey with that in a village in southern India. The pupils are making sound progress in developing their mapping skills and in their understanding of scale and symbols. They have drawn satisfactory sketch maps of an imaginary village.

113. An analysis of pupils' work and of planning indicates that the quality of teaching and learning is satisfactory, which reflects the findings of the previous inspection. Marking of pupils' work is satisfactory, although guidance is sometimes not given on how pupils might improve. Insufficient use is made of information and communication technology, both as a research tool and as an aid to recording findings. It was possible to observe only one lesson, for pupils in Years 3 and 4. The teacher placed an appropriate emphasis on developing the pupils' mapping skills. In getting the pupils to use their atlases competently, the teacher made effective links with their work in history and this helped the pupils to see how maps can show the extent of the Roman Empire. Planning did not indicate how work would be matched to differing needs, although there was good support for less able pupils.

114. A clear policy meets the requirements of the National Curriculum. Planning is soundly based on national guidelines, although these have not been adapted to meet the school's particular needs. The newly appointed co-ordinator has begun to audit learning resources, which are broadly sufficient, but she has not had the time to monitor and evaluate the subject's performance. There is no whole school system for assessing and recording pupils' progress in geography. The use of local fieldwork to enhance learning is restricted by the school's location on a busy and dangerous main road. The subject makes a sound contribution to the pupils' spiritual, moral, social and cultural development by making the pupils aware of, for example, environmental pollution, the need for conservation and the culture of India.

HISTORY

115. Standards in history are average in Year 2 and Year 6. This judgement, which is the same as the previous inspection, takes into account the lessons observed, an analysis of pupils' work and displays, scrutiny of teachers' planning and discussion with teachers and pupils. Pupils make sound progress as they move through the school, and pupils with special educational needs achieve well relative to their previous attainment.

116. The quality of teaching and learning in Key Stage 1 is satisfactory. The pupils are introduced to history through a study of their homes, family, school and Chailey. The school itself has a rich historical past and is an example of living history for the pupils. They acquire historical vocabulary such as old and new, and classify artefacts accordingly. Year 2 pupils were trying to decide when a number of irons had been made, and reached the conclusion that rusty flat ones must be older than electric. They looked at pictures of household utensils and correctly classified them. Timelines are introduced during each topic to place events in order and to develop a sense of chronology. Teachers are enthusiastic about the subject and prepare the work carefully, channelling pupils' curiosity into the learning environment.

117. The quality of teaching and learning in Key Stage 2 is satisfactory overall. Year 5 pupils have completed a topic on Victorian England and, in particular, Chailey. They visited the local church and studied the 1891 census. They found out about poverty in the towns and countryside. During the inspection, the class was finding out how records and information are passed down from one generation to another and how it is possible to

glean information from prints, pictures and artefacts. The comparison between early schools and those we have today generated good discussions and helped pupils to understand how society changes. By contrast, Year 6 are finding out about the Second World War and, in particular, the evacuation of children. The lesson was largely theoretical and pupils were asked to draw items of clothing, which an evacuee might take with them. The lack of stimulation and interest failed to capture pupils' imagination and they made little progress.

118. An analysis of completed work confirms that pupils visit different times and places in the past, studying the history of Britain and elsewhere. Significant times in the history of England, for example the Viking and Roman invasions, are studied and then balanced by detailed topics about Ancient Egypt and Greece. Year 6 look at developments in Britain since the 1930s and are encouraged to think about specific periods like the 1960s - its fashion and the Beatles.

119. The indications are that pupils enjoy history and benefit from the programme of work. Teachers are becoming more skilled at allowing them to investigate different sources but this remains an area of development. Information and communication technology is insufficiently used for research.

120. A good policy now supports teaching and learning in the subject. The Qualifications and Curriculum Authority's guidelines have been adapted as a scheme of work to fit into the school's curricular plan. The school has not had a co-ordinator for the subject for the past year but a new appointment has been made. This teacher has a clear vision for the future development of the subject in the school. Her role in classroom monitoring, scrutinising teachers' planning, work sampling and sharing professional expertise with colleagues is being developed during the current academic year. Assessment procedures have not been followed in history and the school realises that this is now a priority. There are occasional examples of improving literacy skills through history, for example, letters written by Year 4 pupils complaining about their treatment at the hands of invaders, but this is a developing area of the school's work. Very good use of the local church and school give pupils a strong sense of their local history. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through their understanding of the legacy of ancient civilisations to modern society. The curriculum is enriched by visits to places like the Weald and Downland Museum.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Standards are average in Year 2 and below average in Year 6. In addition to the observation of two whole class lessons in Key Stage 2, use of computers in other lessons was noted, discussions took place with pupils and work on display was scrutinised. A folder of past work provided evidence of a broad and balanced curriculum. During the inspection week, there was very little evidence of computers being used to support learning in lessons. One example was noted in a Year 6 science lesson when two pupils used the computer to review a CD-ROM about the Oxford Encyclopaedia. Throughout the school, most pupils make satisfactory progress and show positive attitudes to the subject. Most pupils are learning effectively for much of the time. Pupils understand what they are doing. They collaborate well and demonstrate the good relationships that exist. Attitudes are positive towards the subject and are a clear reflection of the satisfactory quality of teaching, which is mostly purposeful and engages pupils effectively. Pupils, including those with special educational needs, make satisfactory progress.

122. The quality of teaching and learning is satisfactory in Key Stage 1. This is based on the clear instructions that teachers provide, and the way skills are effectively taught. As a

result, pupils show a satisfactory level of independence when using computers. Helpers, whether they are teaching assistants or voluntary helpers, make a good contribution to pupils' learning. However, information and communication technology is used insufficiently across the curriculum. Pupils in Year 1/2 show sound mouse control and a few understand how to print a document. No lessons were seen during the inspection but analysis of previous work shows that pupils become familiar with using a programmable toy, and use the computer for their developmental writing. An example of this said, "*Wune day fiyv payrots went awte looking for beryd treze the purots fawnd a treze iyland*". Using the computer gave the teacher the opportunity to help the pupil correct her work in a positive way. There is insufficient planned use of the technology on a daily basis.

123. The quality of teaching and learning is satisfactory in Key Stage 2. Teachers carefully build on the pupils' knowledge, so that, in Year 6, pupils are confident and industrious. Pupils review CD-ROMs to ascertain the usefulness of their graphics and their suitability for particular age groups of children. Most understand that a CD-ROM is a multimedia means of communication. Analysis of previous work showed that a few Year 6 pupils produce clear pictures to show rotational symmetry and are able to use their knowledge and skills to write letters and recipes for making 'pakoras'. Year 5 pupils word-process work in English and where appropriate begin to include text and graphics together. In the Year 3 and 4 lesson, most pupils knew that to move writing around a screen you need to paste and to move text from one document to another the icons to use are highlight and cut. The analysis of work shows that younger pupils in Key Stage 2 competently use full stops, capital letter and are able to underline words, change font and use the bold key. There was little evidence of this seen during the inspection. Keyboard skills are satisfactorily developed. There is evidence of teachers recording pupils' computer experience, though not attainment, and no evidence of how assessment is informing planning.

124. In the school's previous inspection the proportion of computers to pupils on roll was well below the national recommendations and statutory requirements were not met. This is no longer the case. The subject meets the requirements of the National Curriculum. All aspects of the programme of study are addressed and there is a clear, well-structured scheme of work in place. An internet access policy is in draft form and it is intended to be in place this term. There is a comprehensive action plan that is supporting staff development well. The expenditure on information and communication technology has been well targeted. Staff training, using government funding, has been delayed due to the co-ordinator's absence but is rescheduled for the spring term next year. There is a satisfactory ratio of pupils to computers although just under the national recommendation, and some are out-dated. The school intends to update these as, and when, funds become available. The co-ordinator has good subject knowledge and now he has returned from a long period of absence due to sickness, progress in developing the subject is again underway. Time is effectively used although there is insufficient emphasis on computer applications to support learning in other curricular areas. The subject enhances pupils' personal and social development: they work well in pairs sharing tasks, sensibly discuss which options they will choose and relate positively to peers and adults alike.

MUSIC

125. Due to time-tabling arrangements, very little direct teaching of music was observed and there was insufficient evidence to make a judgement on attainment, teaching and learning for pupils in either key stage. Indications are that music plays a full part in the life of the school and all pupils, including those with special educational needs, enjoy their music making activities. This judgement is similar to that made in the previous report.

126. The newly appointed co-ordinator for music has very good subject knowledge and leads large group activities with skill and enthusiasm. Pupils in the Key Stage 2 classes, including those with special educational needs, respond well to his teaching style and listen carefully to instructions. They sing a variety of songs tunefully and with good control and enjoy carrying out appropriate actions. They are able to sustain a sound rhythm. In singing assemblies, the teacher's supportive comments enabled pupils to tackle new material with a good awareness of diction, rhythm and dynamics. A sense of enjoyment is clearly shared between teacher and pupils.

127. There is a sound policy for music and the existing scheme of work based on the Qualifications and Curriculum Authority's guidelines provides teachers with the support to develop pupils' musical skills in a structured way as they move through the school. There are no consistent forms of assessment to develop systematically the skills which pupils are expected to acquire, but plans are in hand to correct this and the co-ordinator has already introduced a new planning and evaluation document to link music more closely to the school's aims and objectives. Information and communication technology is also insufficiently used to support teaching and learning. The subject has satisfactory resources to meet pupils' needs.

PHYSICAL EDUCATION

128. Standards in Year 2 and Year 6 are average, which reflects the findings of the previous inspection. Standards in swimming are good. There is evidence to show that, by the end of Key Stage 2, almost all the pupils can swim at least 25 metres unaided, with good technique. All pupils, including those with special educational needs, are progressing well. There is no difference in standards achieved by boys or girls.

129. The quality of teaching and learning in a lesson at Lewes Leisure centre for pupils in Years 4 and 5 was good. The class teacher and the professional instructors, well supported by the school's learning support assistant, helped to develop the confidence of the non-swimmers and to improve the technique of the average and above average swimmers. Swim aids were used well to develop techniques in breast stroke, front crawl and butterfly. The pupils learned how to improve their breathing techniques. It should be noted that the late arrival of the coach at school meant that the pupils lost 50 per cent of their time in the pool.

130. The quality of teaching and learning in lessons at school is generally good, which reflects the findings of the previous inspection. This is particularly noteworthy in view of the fact that the very small hall provides unsatisfactory accommodation for physical education and poses some practical hazards. The teachers manage changing sessions well and maintain firm class control. In a Year 6 dance lesson, the teacher emphasised the need for self-discipline and the need to focus on body control. He stressed the need to adopt a good starting position and this helped the pupils in developing travelling movements to interpret music from Holst. Most pupils showed positive attitudes to the lesson, although a few boys tended to be silly. In an outdoor small games lesson for pupils in Years 3 and 4, the teacher gave the pupils the opportunity to observe and evaluate the performance of others, with a view to improving performance: "What did she do to change direction quickly?" This helped the pupils understand the importance of using their legs correctly. Whilst most of the pupils took part sensibly in small team games, some tended to squabble over rules and supposed cheating. The teacher encouraged them to sort their problems out themselves and consider the necessary rules.

131. In a dance lesson for Reception and Year 1 pupils, the teacher made good links with the story of *We're Going on a Bear Hunt* in developing the pupils' understanding of

positional language, such as round, under, through, down and low. As a result, the pupils learned how to use sound swirling and twirling movements at a variety of levels to interpret a walk through a wood. In another gymnastics lesson with the same class, the teacher organised small apparatus well to develop the pupils' ability to move over, under and through apparatus, using various body parts. This helped the pupils to gain confidence and to develop their balancing skills. The teacher joined in herself and used pupils to demonstrate good techniques: "What parts of the body was he using?" This helped to focus pupils' attention and to improve performance. There was good support here for two pupils with considerable special educational needs and, as a result, they made good progress.

132. The recently appointed co-ordinator has already developed a clear policy statement, which meets the requirements of the National Curriculum. Planning is soundly based on local and national guidelines. The co-ordinator has not had time to monitor or evaluate the subject's performance. There are no whole school procedures for assessing and recording pupils' progress. There is a sufficient amount of apparatus and equipment to support learning. The curriculum is enhanced by sports clubs, and competitive matches. Last year, the school came third in a local football tournament. Year 6 pupils can engage in outdoor and adventurous activities on a residential visit to the Kingsdown Activity Centre. Last term, the pupils participated in a worthwhile fitness week. In making the pupils aware of the qualities of being a team player and of the need for rules, the subject is making a sound contribution to the pupils' spiritual, moral, social and cultural development.

RELIGIOUS EDUCATION

133. In both Year 2 and Year 6, standards are satisfactory and meet the expectations of the locally agreed syllabus. This judgement reflects the findings of the previous inspection report. Most pupils, including those with special educational needs, are making satisfactory progress. Boys and girls attain equally.

134. By the age of seven, the pupils know some Old and New Testament stories, including the Creation, the Nativity and Easter. They have a sound understanding of what a church means to Christians and how events such as christenings are held there. The pupils have talked about issues, such as friendship, sharing and special places and they are beginning to know a little about the beliefs of people of other faiths.

135. By the age of 11, the pupils have discussed issues of fairness and forgiveness as illustrated in Bible stories, such as Abraham and Isaac, David and Goliath, Jonah and the whale and John the Baptist. The pupils know that Divali is a special time for Hindus and they have a sound understanding of how the Creation story differs between Christianity and Hinduism. They know that Ramadan and Hanukkah are festivals of particular significance to Muslims and Jews respectively. They have a clear understanding of the qualities that have made people like Mother Theresa and Nelson Mandela special.

136. An analysis of pupils' work and observation of lessons in Key Stage 2 indicates that the quality of teaching and learning in both key stages is broadly satisfactory. However, there is insufficient challenge for more able pupils and the teachers do not use information and communication technology widely to enhance learning and research. This reflects the findings of the previous inspection. In a Year 6 lesson, the teacher placed an appropriate emphasis on church terminology, such as lectern, pulpit, pews, choir stalls, and this helped the pupils learn how a typical parish church is organised to support worship. Many pupils were initially unaware of this. He used questioning well to make the pupils think and generate ideas: " *Why is it called the east window?*" - " *What might be put on the book table that might be useful to worshippers?*"

137. In a lesson for pupils in Years 4 and 5, the teacher read the story of Jesus walking on water expressively and this generated great interest from the pupils. Clear explanations and sound questioning helped the pupils see that this story is told in all four Gospels, although with some variations: “ *What does this tell us about the story?*” She made the pupils think carefully and she ensured that all pupils were drawn into the discussion. The teacher made useful links with literacy, as she had some pupils read parts of the story and the ensuing exercise tested the pupils’ comprehension skills.

138. The newly appointed co-ordinator recognises the need to update the subject policy statement. She has already drawn up a clear action plan to integrate national guidelines on planning into the existing scheme of work and to provide training to develop teachers’ confidence and expertise in religious education. She has not had the time to monitor or evaluate the subject’s performance. There are no whole school procedures for recording pupils’ progress. The co-ordinator has put together useful learning resource packs for each topic, but she recognises that there is still a lack of religious artefacts. Overall, however, resources are sufficient. The subject is making a good contribution to the pupils’ spiritual, moral, social and cultural development. It aims to instil in the pupils a respect for diverse faiths and cultures.