

INSPECTION REPORT

Holy Cross CE Primary School

Uckfield

LEA area: East Sussex

Unique reference number: 114562

Headteacher: Andrew Raven

Reporting inspector: Michael Chisnall
11746

Dates of inspection: 21 – 24 May 2001

Inspection number: 197526

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Belmont Road Uckfield East Sussex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Gabriella Paterson
Date of previous inspection:	15 – 18 September 1997

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17746	Michael Chisnall	Registered inspector	Mathematics	What sort of school is it? How high are the standards? How well is the school led and managed? What should the school do to improve further?
9121	Heather Danpure	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents/carers?
22896	Kate McGuinness	Team inspector	Science Geography Foundation stage	How well are pupils taught?
25502	Margaret Jennings	Team inspector	English Art Special Educational Needs Equal opportunities	How well does the school care for its pupils?
32543	Richard James	Team inspector	Information and Communications Technology Physical Education	How good are the curricular and other opportunities offered to pupils?
18466	Kevin Hodge	Team inspector	Design and technology History Music English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Cross Primary School is a large Church of England Aided school for pupils aged 4 to 11 years. There are 311 pupils on roll, fewer than at the time of the last inspection in September 1997, with a balance between boys and girls. This reduction is due to an additional primary school opening in Uckfield. There are 36 pupils in the foundation stage, that is, in the reception year. On entry to the school, pupils represent the full range of ability, but overall are below average and lower than at the last inspection. Pupils represent the full range of social backgrounds. Around eight per cent are known to be eligible for free school meals, which is broadly in line with the national average. Almost one third of pupils are on the register of special educational needs, which is above average and higher than found at the last inspection. Six of those pupils have statements of special educational need. There are seven pupils of statutory school age from other than white ethnic backgrounds and have English as an additional language. The school will complete its planned reduction in intake from two to one and a half forms of entry by September 2002.

HOW GOOD THE SCHOOL IS

The school is effective in providing a satisfactory quality of education, characterised by strengths in teaching. Standards of attainment are broadly in line with national expectations with some areas such as art, singing and Key Stage 1 mathematics that are above expectations. The leadership and management are currently sound, but with the capacity to develop well in the coming months. The biggest problem the school faces is in managing the budget to avoid increasing the current deficit still further. This deficit is due to the falling roll situation. At present, spending is very high in relation to pupil numbers. As a consequence the school is not currently providing value for money. Nevertheless, it is well placed to raise standards even further.

What the school does well

- Provides good pastoral leadership
- Provides good teaching overall
- Promotes very positive attitudes and behaviour from pupils
- Monitors and promotes high attendance
- Provides well for pupils with special educational needs
- Enable pupils to have equal access to the curriculum
- Makes good provision for pupils' social and moral development
- Provides an effective learning environment where pupils achieve well and make good progress
- Good standards in art, singing, Key Stage 1 mathematics and aspects of information and communications technology

What could be improved

- Budget planning to remove the current growing deficit
- Curriculum planning in the foundation stage, science and the foundation subjects
- Consistency of assessment practice
- Monitoring of teaching and learning, particularly in the foundation subjects

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. There has been satisfactory improvement since then. Weaknesses in design and technology, information and communications technology and in investigative science and history have been rectified. Roles of curriculum leaders have been clarified and subject expertise gaps rectified. Planning, monitoring and subject development in

science and the foundation subjects still need further work. The leadership and management of the governing body, including communications with parents, have been improved to the point where they are now good.

STANDARDS

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

Performance in:	compared with				Key
	all schools			Similar schools	
	1998	1999	2000	2000	
English	B	D	A	A	well above average A above average B average C below average D well below average E
Mathematics	B	E	C	C	
Science	C	E	C	C	

The above table shows that standards in English in 2000 were well above average for all schools and for similar ones. In mathematics and science, standards were average. These results were a significant improvement on the previous year. The findings from this inspection show that by the end of the foundation stage (end of the reception year) children achieve satisfactorily and standards are broadly in line with the expectations of the early learning goals. Achievements in language and number are better than those in the areas of learning about the world and in physical development. Standards by the end of both key stages are largely in line with expectations except in speaking and listening, art and singing where they are above expectations. By the end of Key Stage 1 standards are a little above expectations in mathematics. By the end of Key Stage 2 standards in the area of information and communications technology concerned with sharing and exchanging of information are above expectations, but below in control technology. Girls perform better than boys do at Key Stage 1, but similarly at Key Stage 2. Achievements are good overall, including those pupils with special educational needs, given pupils' prior attainments and current progress. Literacy and numeracy targets were exceeded last year, but are unlikely to be met this year as current ones are very challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils are interested and motivated in their lessons
Behaviour, in and out of classrooms	Good; pupils are mostly well behaved; there are a few whose unsatisfactory behaviour impacts on others
Personal development and relationships	Good overall; pupils show respect for one another and are kind; some pupils are not able to show enough initiative in learning activities
Attendance	Very good; attendance is above average

Pupils' attitudes and values are strengths of the school and make a significant contribution to their learning and achievements. They concentrate well on their lessons and are able to work together collaboratively. They show particular consideration to others who have learning difficulties and often help them to achieve well. Inconsistencies in the frequency with which the right opportunities are

given mean that some pupils are not able to show enough independence and initiative in their learning.

TEACHING AND LEARNING

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

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

Overall teaching is good with 97 per cent of teaching being satisfactory or better, 70 per cent good or better and 23 per cent very good. This is better than the national picture. There is a higher incidence of better teaching in Key Stage 2 although good teaching is evident in all stages. The quality of teaching has improved since the last inspection and is now good. Basic skills of literacy and numeracy are taught consistently well across the school. Staff manage pupils well so that there is a good learning environment. Planning is effective and makes clear what it is pupils are expected to learn. Teachers have implemented national strategies for literacy and numeracy well. There are inconsistencies in the way teachers use assessment knowledge to inform planning. Not enough opportunities are provided to enable pupils to show more initiative in learning including setting learning targets. In some lessons the needs of the more able pupils are insufficiently met. Pupils learn well overall and work at a good pace, including those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; the full range of subjects is provided, but the balance between them is inconsistent; planning for the foundation stage and foundation subjects is in need of revision; there is a good range of extra-curricular activities
Provision for pupils with special educational needs	Good; pupils are well provided for both in and out of the classroom and as a result they make good progress
Provision for pupils with English as an additional language	Good; effective support is given to enable them to access the curriculum and to make progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall; social and moral developments are good while spiritual and cultural developments are satisfactory. More opportunities within the National Curriculum for pupils to experience matters of wonder and a wider cultural heritage are needed
How well the school cares for its pupils	Satisfactory overall; there are very good systems for promoting attendance and good procedures for monitoring behaviour, but insufficient procedures for tracking pupils' academic progress

The school meets statutory National Curriculum requirements. The foundation stage curriculum is not met in full as there are gaps in provision. While the pupils experience the full range of National Curriculum subjects, there are inconsistencies in time allocation, depth of study and the systematic acquisition of key skills and ideas in the foundation subjects. Assessment practice is inconsistent although there are examples of very good practice within the school. The school works hard to ensure equality of access for its pupils and succeeds well. Provision for personal, social and health education is sound although opportunities vary across the school. There is good partnership with parents who support the school in several ways. There is good curriculum information for parents although annual reporting on the foundation subjects is insufficiently detailed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall; there is very effective pastoral leadership and a strong ethos in the school; educational developments are not yet supported by clear financial planning; middle management roles require further development
How well the governors fulfil their responsibilities	Effectively; governors have clear understanding of the school's strengths and weaknesses and fulfil statutory responsibilities well
The school's evaluation of its performance	Satisfactory at present; although the strengths and weaknesses are known and effective use is made of test data, there is no long term plan for addressing weaknesses and not enough use is made of subject monitoring beyond literacy and numeracy
The strategic use of resources	Unsatisfactory overall; although resources are deployed well to meet the needs of pupils, the budget has a growing deficit with no clear plan for rectifying the situation; staff are trained well and make good use of the sufficient resources to promote learning.

The recently appointed headteacher has had little time to enable his leadership and management to impact significantly upon the educational direction of the school. Nevertheless, there is a strong commitment to higher standards and the school's capacity to effect improvements is good. Governors provide good support to the school and they, with the relatively stable staff, have provided continuity for pupils over recent years. Under the leadership of the headteacher, the school is poised to develop the service it provides for pupils still further. The school is spending much higher than average amounts per pupil. Consequently, the value for money currently provided by the school is unsatisfactory. Despite this, the school applies the principles of best value appropriately. Accommodation is adequate; staffing is generous, but is planned to be more in line with school needs from next September.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good teaching, especially in basic skills • Approachability of staff • Expectations of pupils' achievements • Recent improvements in communication • Care for pupils • Improvements in information and communications technology. 	<ul style="list-style-type: none"> • Levels of homework • Extra-curricular activities • Playground supervision

Parents returned 104 questionnaires, about one third of those sent out. There were 12 parents who attended the meeting with the Registered Inspector. Overall, parents were largely very supportive of the school and commented positively about improved consistency in leadership and management. Inspectors agree with those areas with which parents are pleased. They found that the levels of homework were appropriate and consistent. There is a good range of extra-curricular activities that have to be offered on certain days due to other school commitments. Supervision of pupils during breaks was seen to be sufficient with the headteacher having a visible presence at lunchtimes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the time they leave the school, pupils are attaining standards that are at least in line with national expectations and they achieve well and make good progress in relation to earlier learning. This is largely because they receive good teaching and respond well to the intellectual demands made of them. Within this picture there are some variations.
2. By the end of the foundation stage (the end of the reception year), children achieve sound standards in relation to most of the early learning goals laid down for this pre-National Curriculum stage. They are able to recognise a range of letter sounds and can read familiar words. They form letters correctly and develop appropriate early writing skills. They recognise numerals to ten and many can count accurately beyond this number. Skills in sorting objects, for instance by colour or size, are developing well. It is in the areas of learning relating to knowledge and understanding of the world and physical development that standards of achievement fall a little short of the expected goals. This is because planning in this stage is insecure for these areas and children are given too few opportunities to experience independence in their learning. At the time of the last inspection (1997), children achieved well by the end of this stage. However, this was in the context of children entering school with above average attainment. This is not the case now as children enter with below average attainment, reflecting a changing pattern of admissions. Nevertheless, the full range of ability is evident in the reception year.
3. By the end of Key Stage 1 (at the age of seven), in the 2000 National Curriculum assessments, standards of attainment in reading were average in relation to all schools, but below against similar schools. They were below average in writing and well below average for similar schools. In mathematics, standards were below average for all and similar schools. These results were poorer than for the previous four years when standards were consistently above average. This dip was related to the year group containing a higher than usual proportion of pupils with special educational needs. The findings from this inspection show that standards are once more at nationally expected levels in English and slightly higher than expected in mathematics. Pupils read with confidence and enjoyment and can talk about their story preferences. Speaking and listening skills are good and pupils are able to respond articulately to each other and to staff. Most pupils are able to write sentences accurately and to write simple stories. More able pupils can use descriptive language to enhance their writing. Pupils' facility with number is good and they are able to work out simple number problems mentally. They have a good understanding of measures and can apply this knowledge to simple problem solving. Numeracy skills are better than at the last inspection.
4. In science standards are in line with national expectations, which is better than the 2000 results, but similar to those found at the last inspection. Pupils are able to carry out simple investigations and learn what constitutes a fair test. They can construct simple electrical circuits and know that some materials conduct electricity. However, pupils are less secure in using information and communications technology (ICT) to record or present their findings. Standards in art are above national expectations, which is an improvement since the last inspection. They use paint and other media to

create pictures and images that are of good quality. They are introduced to the work of famous artists and can recreate particular styles, such as that of Lowry. Pupils sing at levels better than expectations. In all other foundation subjects, standards are in line with those expected nationally. In most areas this is consistent with the last inspection. However, standards in design and technology and information and communications technology were below expectations at the last inspection. These have improved and are no longer weaknesses. For instance, pupils are able to make designs for finger puppets and can produce finished products, paying attention to the quality of the finish. In ICT they can program a Roamer to move around the floor and are proficient in filing work to be retrieved later. In geography, pupils recognise differences between places such as Uckfield and an island home. In history, they can identify similarities and differences between toys past and present and are developing a sense of chronology. Pupils in physical education can receive and send a ball using hands or bats and learn how to play simple games.

5. Overall, in Key Stage 1 pupils achieve well and standards are rising. Pupils with special educational needs (SEN) are well supported and as a result make good progress and achieve standards that are in line with their abilities and earlier attainment. Similarly, pupils who have English as an additional language are also well supported and they, too, make good progress. Girls are performing slightly better than boys overall, but in the context of their being significantly more boys than girls with SEN in this key stage.
6. By the end of Key Stage 2 (at the age of 11), in the 2000 National Curriculum assessments, standards in English were well above average for all schools and against similar ones. In mathematics and science, standards were in line with national averages and for similar schools. Since 1996 the school's trend in improvements has been broadly in line with the national trend. The 2000 results were a significant improvement on the previous year in all three subjects. A similar picture was evident when comparing the attainment of those pupils who achieved the higher level 5 against all and similar schools. The findings from this inspection indicate that attainment in all of these three subjects is in line with national expectations, which would represent a decline since the last inspection. However, this must be seen in the context of a greater proportion of pupils with SEN, particularly those with higher levels of need at the top end of the school. This is a significant difference from the last inspection when SEN levels were much lower.
7. In English pupils continue to speak and listen well with many opportunities within lessons for them to practise these skills. Most are able to talk about their favourite authors and can read with expression although some older pupils do not consistently use their knowledge of sounds to read unfamiliar words. Standards in writing have been maintained and pupils can write in the style of selected famous authors. In mathematics, pupils are able to manipulate numbers with dexterity and can undertake mental calculations such as subtracting two-digit numbers from larger ones. They understand the relationships between fractions, decimals and percentages and can use ratios accurately. Provision towards the end of Key Stage 2 builds insufficiently upon earlier work on presentation of data in graphical form. Scientific enquiry is now better than at the last inspection and pupils are able to undertake investigations applying their skills and knowledge in a range of contexts. They know for example, how to test for electrical conductivity. Their ability to research using ICT or reference materials is underdeveloped, as opportunities are not provided consistently.

8. The school exceeded its literacy and numeracy targets for 2000 although the numeracy target was significantly lower than for literacy. This year's targets are much closer together, but are very challenging for the year group concerned. The school is not on line to reach the numeracy target (85 per cent reaching level 4 or higher). It should be closer to its literacy target of 89 per cent, but is unlikely to quite reach it. These targets were set in late 1999.
9. In the foundation subjects, standards are at least in line with expectations. In art standards are above expectations, an improvement since the last inspection. Pupils can draw and paint from observation with particular skill. Although standards in music are now average, singing remains good with pupils showing the ability to sing tunefully, responding to mood and in parts. Standards have improved in design and technology (D&T) and in information and communications technology. In the element of ICT relating to the sharing and exchanging of information, standards are above expectations by the end of this key stage, but below in control technology. Overall, there are higher ICT standards in lower Key Stage 2, which suggests continued improvement in the future. In D&T, pupils are able to construct a variety of models such as guitars and vehicles, showing the ability to design well, understanding the properties of a range of materials. In geography, pupils know about physical processes such as river erosion and deposition although their understanding about localities in other countries is less well developed. In history, pupils know about life in past civilisations such as Ancient Egypt. In physical education, pupils are taught to swim alongside other gymnastic and games skills. They can send and receive a ball using hands, feet and bats and demonstrate an ability to evaluate how they can improve their performances.
10. Pupils with SEN are well provided for and achieve results that are good for their abilities. Indeed, it is a feature of their provision that it enables them to participate effectively in the curriculum and to be included in teachers' planning. As a result, they regularly reach the targets set for them in their individual education plans. A similar picture is evident for those pupils who have English as an additional language. They too make good progress and are well supported.
11. The introduction of national strategies for literacy and numeracy since the last inspection has made a real impact on pupils' achievements. They use reading skills to locate information and to use it in, for example science and history. Their numeracy skills help them to measure quickly and accurately in science and design and technology. There is little difference between the attainment of boys and girls. Analysis of the educational value added to pupils from Key Stages 1 to 2 shows that this improved significantly last year. More pupils made better than expected progress and fewer pupils made less than expected progress. This would indicate that the school is well placed to improve standards still further. Overall, achievements are good within Key Stage 2.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are predominantly good and most enjoy school and work enthusiastically. They are receptive, well motivated and keen to learn. Pupils respond really well to the good role models and enthusiasm of their teachers. A good example occurred in a Year 3 and 4 class where pupils were so interested in their mathematics lesson on reflected and translated shapes that they decided to look for examples in their classroom long after the lesson had ended.

13. Overall, pupils' behaviour in lessons is good or very good. Most listen well, follow instructions and work sensibly and carefully. Most can sustain their interest and work purposefully throughout a lesson. There are a few pupils, mainly boys, whose behaviour is not always acceptable. There was one fixed-term exclusion in the last school year.
14. Pupils' behaviour at break and lunchtime in the playgrounds and on the field is also good. Some enjoy using the running track, others play ball games and many chat amiably. Some parents expressed concern about the unsatisfactory behaviour of some pupils at these times due to inadequate supervision. During the inspection there was good supervision of the outdoor play areas and little evidence of unsatisfactory behaviour. However, when the hall is busy at lunchtime the noise level is excessive and this makes conversation difficult. Bullying is not considered a problem as any incidents that occur are dealt with effectively using the no-blame approach.
15. The quality of relationships, both between pupils and with staff, continues to be very good and is a real strength of the school. Pupils willingly and effectively respond to teachers' questions and are happy to express their own views. Pupils collaborate well in shared tasks, such as in a Year 5 science lesson where groups of pupils were asked to prepare and present their views on how seeds are made. In this and other lessons, pupils respond very well to the opportunity to evaluate each other's efforts and as a result they enhance their own understanding. Staff are very supportive and encouraging and this gives pupils, even the youngest ones, confidence to say they do not understand or would like further information. The high quality of relationships has a big impact on helping pupils to be successful learners.
16. Pupils in Year 6 respond well to the good range of positions of responsibility that they can undertake. In particular, the buddy system, where Year 6 help pupils in the reception classes with reading, works very well. As a result, younger pupils make good progress and older pupils learn the benefits of helping others. Pupils in all classes do various tasks, such as taking registers and dinner money to the office, willingly and sensibly. Pupils take care of their classrooms and the school in general. Groups of pupils who work independently, for example in literacy and numeracy lessons behave sensibly and get on with the work they are given. Little evidence was seen of pupils working alone or using their initiative, largely because opportunities to do so are limited.
17. Attendance continues to be very good at above 95 per cent for 1999/2000. This is similar to the level at the last inspection and above the national average. Attendance did drop after the last inspection, but has returned to a high level since the introduction of better procedures, such as computerised registers and telephoning parents soon after the end of registration if a child is absent. The level of both authorised and unauthorised absence remains below the national average. Although there is very little unauthorised absence the school is concerned about a few pupils who are absent from school for unacceptable reasons (condoned absence). Punctuality is generally good, but a number of pupils are not in their classrooms by 8.50am as they should be. This is sometimes caused by heavy traffic in the town centre. Most pupils arrive before the end of registration at 9.00am allowing lessons to start on time. This good attendance impacts positively upon pupils' learning and achievements.

18. Pupils with special educational needs have very good attitudes to learning and enjoy coming to school. Those very few pupils with more complex emotional and behavioural difficulties are encouraged to develop a level of personal responsibility for their actions by a system of individual targets implemented in all lessons. This is effective in helping pupils to take responsibility for their own behaviour and to begin to see its impact on their own learning and that of other pupils. Pupils respect and value individual differences and all are fully included in the life of the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Teaching is good across the school and promotes pupils' learning effectively. This is an improvement since the last inspection. During the week of the inspection teachers were observed teaching well and pupils, as a result, learned well. There were 97 per cent of lessons which were at least satisfactory, with well over two thirds of lessons observed being good or better. Twenty three per cent of lessons were very good. This compares favourably with, and is a little above the average of all schools inspected. At the time of the last inspection 90 per cent of teaching was judged to be sound and less than 50 per cent was good. The implementation of the literacy and numeracy strategies has had a positive impact on the quality of teaching in these areas. In Key Stage 1, 32 per cent of the teaching was very good, 63 per cent good or better and at least 95 per cent was satisfactory or better. In Key Stage 2 teaching has improved since the last inspection. The overall quality of teaching is now good with 97 per cent of lessons at least satisfactory or better. There was 83 per cent of teaching which was good or better with 23 per cent being very good. Examples of very good teaching were seen in several subjects, in all stages and pupils learned well overall.
20. Teaching overall is a fundamental strength of the school. Staff care deeply for the pupils in their care and this is evident in the hard work which goes on to ensure that pupils are fully included in every aspect of the curriculum. Because of the dedication and the careful planning of staff, the progress made by pupils with additional educational needs is good. Staff are very supportive of each other and although planning goes on in teams, the informal aspects of this support have contributed to the good teaching.
21. The teaching and learning policy is outdated and urgently needs review. It no longer reflects the practice in the school and does not offer robust guidance to teachers in how to develop the very best practice. For instance, the use of the last parts of lessons to review learning and to involve pupils in identifying the next steps in their learning is not being consistently planned for. A good policy would promote such consistency and help to raise the quality of teaching still further. The absence of full schemes of work means that coherent planning does not currently support teachers and the good teaching across the school would benefit further from such a cohesive framework for learning.
22. The management of pupils is generally good across the key stages. Pupils are aware of teachers' expectations and know the class rules. However, there are limited and inconsistent opportunities for pupils to develop the high degrees of independence or autonomy of which they are capable. Similarly, there is little provision made in teachers' planning to ensure that pupils really understand the concepts that they are being taught. The provision made for more able pupils is uneven across the school. On the whole pupils would benefit from teachers consistently providing more

opportunities to participate in their learning and to be involved with target setting in the classroom.

23. In the best lessons teachers' planning focuses on what pupils need to learn and this expectation is made very clear to pupils. This gives them a sense of purpose and high motivation. Planning is very effective when teachers make use of knowledge about what pupils need to learn and when it builds on previous lessons. This ensures that the teaching is appropriately challenging for pupils. However, this is not consistent practice and in too many lessons, assessments of what pupils need to learn are not informing teachers' planning sufficiently, sometimes affecting the progress of the more able pupils. When the teacher uses knowledge of the pupil's prior learning to check and direct lessons, the level of challenge is appropriate and pupils respond with good levels of effort, sustaining attention and concentration. This was seen in a mathematics lesson that helped pupils to consolidate common sets of doubling and halving before briskly moving on to the next stage. In one science lesson the Year 6 pupils were very clear of exactly what they would understand by the end of the lesson. After ensuring pupils knew exactly what the activity would be, the teacher and learning support assistant intervened to ensure pupils remained focused and evaluated each other's learning and presentations. In another literacy lesson the learning objective was read out from a flip chart and remained a constant focus for the lesson. However, this effective strategy is not always consistent practice across the school.
24. Teachers' enthusiasm about the subject is conveyed to pupils through lively, direct teaching. Teaching has the most impact on learning when the teacher interacts with pupils, engaging their thinking through a range of questions and activities. There is very effective use of questions to elicit responses and to check misconceptions. When teachers feel confident in their knowledge of the subject, the high proportion of direct teaching is very effective. This was seen in literacy lessons in both key stages where teachers had a good knowledge of basic skills and promoted the use and understanding of proper grammatical terminology. However, where teachers lack confidence in their level of expertise or where the planning has not been rigorous enough, basic skills are not taught sufficiently well.
25. The best lessons also promote pupils' independence by planning for pupils to work together for a purpose and by building in elements of choice and different activities. There are many opportunities for pupils to succeed and move on. This maintains the focus, they work hard to concentrate and are eager to participate and collaborate. Relationships between pupils and between adults and pupils are good. Pupils see adults treating each other with great respect and courtesy. Many volunteer helpers assist in the classrooms and pupils feel secure and happy in school. Pupils are encouraged to work together and the high degree of collaboration is a strength, encouraging pupils' intellectual, physical and creative efforts. In one Key Stage 1 mathematics lesson, pupils co-operated as shopping partners to work out the cost of items and the change needed. Staff have high expectations about behaviour as well as ensuring pupils' positive attitudes to learning through very good use of praise and the celebration of good work.
26. Routines are well established and teachers have developed a learning environment that is calm, stimulating and interesting. Pupils enter school each morning knowing that they will be engaged in interesting tasks from the start. This positive beginning to each day impacts on their attitude and behaviour during lessons when they form into groups quickly and quietly, whether this is in class or during physical education

lessons. Where the teacher has taken the opportunity to use the end of the lesson for pupils to think about what they have learnt and extend their knowledge and understanding, there is very good progress. In one lesson the teacher used the plenary of a literacy session as an extension of the main learning point and developed with pupils a checklist to be used the next day for them to assess what they had learnt. In other lessons however, the plenary session is an under-used opportunity to reinforce, apply and review learning.

27. The implementation of the National Strategies for Literacy and Numeracy has strengthened teachers' knowledge of basic skills, particularly in mathematics and the planning for these sessions is clearly supporting teachers. Teachers plan thoroughly for each lesson outlining the resources to be used and how the class will be organised. Teachers promote the use of correct vocabulary in subjects and in the best lessons they emphasise the pupils' roles as mathematicians, geographers or scientists, thus raising expectations. Opportunities are used well to extend pupils' speaking and listening skills and pupils are well motivated and responsive during these sessions.
28. Pupils are provided with a range of suitable resources, often of the teacher's own making. However, where there is an over-emphasis on worksheets, particularly those requiring a low level of response, progression is less evident and some pupils then become restless and inattentive. Sometimes there are insufficient reference materials in classes to support independent research. Homework makes a good contribution to pupils' learning, particularly the research-based activities and across the school parents are kept informed on a termly basis about what their children will be doing. Currently ICT is in the early stages of being developed in terms of teaching across the subjects and for independent research. However, teachers use web sites to extend their own knowledge and to gather resources to be used during lessons, as seen during one successful geography lesson in Key Stage 2.
29. The quality of teaching for pupils with special educational needs is good. Individual Education Plans are written carefully by teachers together with the special needs co-ordinator and provide clear targets for learning. Learning support assistants are well briefed so that the focus of their work is clear and they make a very positive contribution to the standards achieved by pupils. They offer sensitive, well-timed and unobtrusive support. As a result of this support, pupils with special educational needs develop good levels of understanding, work at an effective pace, show interest in their work and concentrate well. They make additional gains in learning in those classes where teachers share learning intentions at the beginning of lessons and use them at the end of lessons to reflect on learning. Pupils with statements of special educational need benefit from a mix of teaching and learning support that ensures they make good progress. The school does all it can to meet individual needs and one class has become proficient at the use of sign language as an additional means of ensuring all pupils are fully included. Pupils with English as an additional language are given good quality in-class support that enables them to learn and make progress. Staff make good provision for them to be included in lessons so that they experience the full range of learning activities.

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

30. The school plans for a broad and balanced curriculum. The curriculum meets National Curriculum requirements in English, mathematics, science, the foundation

subjects and personal, social, health and social education. This is the same picture as found in the last inspection. However, some of the issues raised still need to be addressed. Overall the school provides a sound breadth and balance in both key stages, but with a lack of cohesive practice in science and the foundation subjects.

31. The school's practice of planning in Key Stage 1, lower and upper Key Stage 2 teams needs reviewing. Though this is effective in making sure that all pupils in split year group are covering the same work, it is not appropriate that they decide which work is to be covered. There needs to be a whole school agreement on the time allocated to each of the foundation subjects in each key stage and which part of the programmes of study are to be taught in which year groups. The schemes of work for science and the foundation subjects do not ensure that the pupils are able to build on previous knowledge and skills in a systematic way. The teaching time available is still below the minimum that is recommended by the DfES and the length of the school day should be reviewed.
32. The provision for extra-curricular activities is good and is strength of the school. There is a wide range of activities offered in the school's programme. These include chess, music, sports and gardening. The provision for sport is good; football and netball are offered in the winter and cricket, short tennis and summer sports are featured in the summer term. As a result of this comprehensive programme the school competes in local and county competition with some success.
33. The school uses the local environment well. The town is used effectively as part of the school's geography provision and visits wider afield are planned for all classes and these enrich the curriculum. Year 6 spends a residential week on the Isle of Wight, which provides a wide range of activities and includes the school's provision for outdoor and adventurous activities with climbing and quad biking included.
34. The school has adopted the national strategies for the teaching of literacy and numeracy. The teachers plan these effectively and appropriate time is allocated to these subjects in Key Stage 1 and Key Stage 2. This is an improvement since the last inspection and all classes have a daily lesson in English and mathematics.
35. Pupils have equal access to the curriculum and there are no gender issues. Boys and girls work and play together and both sexes have the same opportunities in all lessons, including games. During the inspection, no evidence of any difference in attainment between boys and girls was noted. The provision for pupils with special educational needs is good. The process for identifying needs and the quality of support is good. Pupils are well supported in class by learning support assistants who are skilled at working with these pupils. Where pupils are withdrawn for focused work, it is linked to the work of the whole class so that learning is not interrupted.
36. The school has good links with the community. The local vicar conducts assemblies in the school on a weekly basis and there is a programme of regular visits to the local parish church. Year 6 pupils enter a short video to the annual Uckfield Film Festival and last year's entry was shown in the local cinema and was commended by the judges. Links with the local Community College have improved since the last inspection and pupils in Year 6 attend an athletics course in the summer term as well as participating in transition arrangements. There is a good system for transferring the pupil's records and assessment data. The special needs co-ordinator liaises well when pupils with particular needs are transferring to the college. Pupils from the college attend the school's chess club.

37. Planning for personal, social and health education is inconsistent and it is not given equal time in all classes. This issue has not been addressed in full from the last inspection. The co-ordinator is aware of the issue and realises the need for whole school schemes of work. New policies and schemes of work for drug education and sex education are awaiting the governing body's ratification. There is some good work in the school for example, when the community police officer has talked to the pupils on ways to resist bullying.
38. The provision for the pupils' moral and social development is good. Staff provide strong role models in the way they treat the children and respond to the few instances of unsatisfactory behaviour. Pupils clearly understand the difference between right and wrong. In lessons they are asked to think about the implications of their poor behaviour on other pupils. They treat the school with respect. The school rules are known to pupils and the system of rewards and sanctions is applied evenly by adults across the school. Older pupils take responsibility and undertake jobs around the school. They pair up with younger pupils as reading buddies.
39. The provision for spiritual development is satisfactory. The school has a Christian ethos and in many classes the pupils have written prayers which are displayed on the prayer web. There are times identified in lessons for reflection. However, these are under-used and teachers' planning does not indicate opportunities to provide for the pupils' spiritual development in the foundation subjects. Pupils' spiritual development is not planned for in a systematic way.
40. The overall provision for cultural development is satisfactory. In music lessons and assemblies pupils learn about composers and their music and in art lessons they learn about famous artists and their work. This is shown by the high quality work on display on Monet and Picasso for example. In geography lessons they learn about countries outside Europe. However, the pupils are less well prepared in the wider cultural perspective relating to Britain as a multicultural society. The last inspection identified this as an issue that the school realised was in need of development and it remains an issue. The school does not plan for the pupils to learn more about the culture and faiths of a diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Holy Cross is a caring school and has good procedures to monitor and support pupils' personal development. All the staff, both teaching and non-teaching, know their pupils well, understand their needs and respond well to them. The majority of parents are happy with the level of care provided by the school. The school has sound child protection procedures that follow county guidelines and are known by all staff.
42. Procedures for monitoring and improving attendance are now very good. The school has introduced a new computerised record keeping system that provides accurate first day information. The school now has a policy of contacting parents on the first day of absence and these measures are proving to be very effective. After a dip in attendance, indicators are that attendance rates are now high and above the national average and rates of unauthorised absence are broadly in line with the national average.
43. The school pays careful attention to the health and safety of pupils. The last inspection report highlighted significant health and safety issues associated with the

school site. The governing body is aware of these difficulties and has drawn up suitable plans to restrict open access to the site. These will be implemented as soon as the school budget allows. There are suitable measures in place to discourage visitors from driving down the school driveway. Young pupils are accompanied by parents or other adults onto the school playground. The headteacher is very aware of those parts of the school grounds that are difficult to monitor and has increased the level of supervision at break and lunch times. The premises manager is a very helpful member of the team. He takes due care to ensure the safety of pupils and the school buildings and grounds are kept clean and free from litter.

44. Procedures for the monitoring and assessment of pupils' academic attainment and progress are unsatisfactory. While the school meets all the statutory requirements of baseline and the National Curriculum, there is no coherent whole school procedure to ensure consistency in the assessment of all subjects across the school. The school has analysed results from end of key stage assessments in English, mathematics and science, but has not worked sufficiently with all teachers to ensure a level of whole school curriculum planning and target setting to ensure improvement. The school receives a good amount of assessment information from non-statutory tests, local authority data and its own assessments, but has not yet developed a sufficiently robust tracking system to monitor pupil progress across the curriculum. There is a lack of a consistent approach in the way teachers use information from their assessments to inform planning for the next steps in learning. The school has a marking policy, but this is not monitored or applied consistently. Not all teachers make constructive comments about the structure or quality of work so that pupils are not clear about what to do to improve their work and cannot become actively involved in setting their own targets for improvement.
45. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. The school has a system of rewards and sanctions based upon "Six golden rules." These are displayed in classes, but there was very little evidence during the inspection of the need to invoke any of the sanctions. The headteacher has been successful in implementing a scheme of personal contracts for those very few pupils who continue to need close monitoring. The school's special needs co-ordinator has worked closely with the appropriate external agencies to implement pastoral support plans when needed for those few pupils with complex needs. The school has begun to involve pupils in the monitoring of their own progress towards meeting targets for good behaviour. Many key policies designed to ensure good care for all pupils are now either out-of-date or only in draft form. The governing body needs to ensure that these are ratified as soon as possible and pay sufficient attention to monitoring the effectiveness of such policies in action.
46. The provision for pupils with special educational needs is good. The school is careful to ensure that those pupils with statements of special educational need receive their full entitlement of support. There are good systems in place for the identification and assessment of individual pupils' needs and the school tracks the progress of these pupils carefully. Pupils are well supported by both teaching and support staff. The school also receives well-planned and focused support from external support services. Individual education plans are used to establish targets and these are reviewed regularly with all staff involved. Those very few pupils who need an individualised curriculum benefit greatly and are fully included in the daily life of the school. The school now needs to develop this good level of care by involving these pupils more actively in the target setting and review process.

47. The last inspection found inconsistencies in assessment that continue to exist. There has, therefore, been unsatisfactory progress made in this key aspect of care for all pupils. The school recognises the need to have a coherent up-to-date whole school policy on assessment that can monitor effectively the progress of individuals and groups of pupils such as those who might be identified as gifted and talented.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

48. Overall, parents and carers have positive views of the school. The school promotes openness and parents feel happy to discuss any issues. Parents are welcomed into school and encouraged to help. They think the teaching is good, their children are expected to work hard and do their best and as a result they make good progress. They report that most children enjoy being at Holy Cross School. Parents are glad to see the stability provided by having a permanent headteacher and are optimistic about the future of the school.
49. In relation to information on how their children are getting on, parents have many opportunities to obtain this information. These include the 'meet the teacher' meeting at the start of the autumn term, termly parents' evenings and a written report each July. Staff are also happy to see parents at other times if necessary. The criticism by some parents that the school does not work closely with parents is also not substantiated. The school is very keen to work closely with parents, particularly if there are any concerns about a child. If a problem does arise the school contacts parents quickly and works with them to resolve the problem.
50. There is a good range of activities at lunchtime and after school for junior pupils and a smaller range for infant pupils. Several parents indicated that they would like an even wider range offered. However, staff and parents have difficulty in providing them on more days in the week because of other demands on their time.
51. The school's links with parents and carers are good. There has been a significant improvement in the provision of information about what is taught. Each term parents now receive a very good, detailed summary of the work to be undertaken in each subject by each year group. This enables parents to be more actively involved in helping their children learn. Parents also receive other useful information such as copies of various school policies and frequent, informative newsletters. The school continues to make good use of notice boards around the site; in addition documents are available in the entrance hall. Opportunities for an effective two-way exchange of information between school and home are provided by use of pupils' reading record books, homework diaries and by parents' comments on pupils' reports. Parents at the meeting with inspectors noted that communication with parents has improved this year. The governors have recently started to produce newsletters to keep parents abreast of important issues and have set up morning and afternoon sessions where parents are invited to put questions to the headteacher.
52. Parents of pupils with special educational needs and those with English as an additional language are given opportunities to be fully involved at all stages of their children's education. They have opportunities to discuss progress at parents' evenings. This provides an effective means of communication. Parents of pupils with statements of special educational need are invited to attend annual reviews. This is appropriate. The school has worked very closely with the parents of those few pupils

who have high levels of need in terms of physical, medical and emotional care and parents are very supportive of the school's approach.

53. The key issue at the last inspection regarding provision of minutes of governors' meetings and the governors' annual meeting has been satisfactorily resolved and the information is now provided. The prospectus, governors' annual report and pupils' end of key stage reports do not include all the necessary information, such as national test data and information about disabled access to the school.
54. Pupils' annual reports are no longer produced using the limited bank of statements criticised by some parents at the previous inspection. The comments on pupils' progress in English and mathematics are now particularly good and clearly indicate what pupils are able to do and sometimes the aspects that they find difficult. Reports now include several good subject-specific targets chosen by each child following a discussion with their teacher. However, the targets rarely relate to any weaknesses identified by the teacher in the pupils' reports. The comments on pupils' progress in the foundation subjects and ICT are more limited and frequently indicate only what has been studied, rather than what has been achieved.
55. The impact of parental support for the school is significant. The school continues to benefit from considerable help from a large number of parents. Most governors are parents or ex-parents. Many parents regularly assist in classes, helping with for example, group work or reading. Others run and help fund extra-curricular activities, such as the chess and cricket clubs. Parents help in other ways, such as the mother who came into school during the inspection to demonstrate how to bath a baby. A good number of parents have recently volunteered to decorate parts of the school. There is an enthusiastic and active Parents' and Friends' Association that organises many fund-raising events each year. The money raised recently has provided the school with, for example, additional playground equipment, library books and computers. Many parents also try to help their children continue to learn at home. All these parental efforts make a significant contribution to the school and have a good impact on pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are satisfactory overall. Within this picture are some strengths and areas for further development. These judgements need to be set in the context of the recent appointment of the present headteacher following an extended period of acting headships.
57. The governing body fulfils most statutory responsibilities well and offers the school good quality support. Through its committees, regular meetings' structure and monthly visits to school, it is able to have a clear view of what the school does well and where it needs to improve. For instance, governors know why last year's Key Stage 1 national assessments fell below the national average and as a result what the school has done to effect improvements for this year group as they move through the school. Governors have been involved appropriately in identifying priorities for the school improvement plan and have a longer-term view about how those priorities might be achieved. This is an improvement since the last inspection when governors were insufficiently involved in forward planning and displayed a lack of expertise in curriculum matters. There are subject links with individual governors and these help direct the focus of their visits. Through them, the governing body has good levels of understanding about curriculum matters including the National Literacy and Numeracy

Strategies. It monitors the progress of the school improvement plan through its curriculum committee and regular reports from the headteacher. It needs to extend this monitoring by tracking progress of particular improvement initiatives during its monthly visits to school. The governing body has set performance targets for the headteacher in line with requirements and is monitoring progress towards them. Its annual report to parents is informative and meets most requirements. The exceptions relate to omissions referred to earlier. It has improved communications with parents since the last inspection to the point where these are now good. The termly coffee mornings are useful occasions when governors and parents can meet, consult and share views.

58. The headteacher has only been in post since January of this year. There has been limited time for his leadership to have tangible educational impact. However, a good start has been made and already pastoral leadership is very effective. There is a strong ethos in the school and its aims are apparent in the day-to-day life of the school, particularly those related to community, self-discipline and relationships. There is a very strong commitment to improvement within the school and especially within the senior team that helps the headteacher lead and manage. There are clearly delegated responsibilities within the school whether they be subject leadership, team leadership or for particular tasks such as mentoring new staff. Supporting these are job descriptions making clear the expectations of each post. This is an improvement since the last inspection when middle management roles were unclear. Staff with responsibilities for literacy and numeracy have had significant opportunities to carry out their roles. This has not been extended to include the foundation subjects in a consistent way so that the systematic monitoring and development of teaching is insufficiently realised. There is a great deal of expertise within the middle management team and this needs to be capitalised upon in order to achieve the highest possible standards in pupils' work. There is no staff member responsible for co-ordinating assessment practice across the school and given the inconsistencies in this area described elsewhere in this report, consideration should be given to creating this role.
59. Although the school does not yet have a complete school improvement plan for the current and following two or so years, it does have systems to formulate a detailed one which include inputs from governors and staff. Appropriately, the school sees this inspection as part of this system and intends to identify specific action within a three-year plan to address inspection priorities as well as school-identified ones. It is in this area of forward planning where there is a major budget problem. The school has been in a planned falling roll situation for some years and will stabilise by the summer of 2002. The current roll is smaller than anticipated last year, which led to a modest deficit budget last March, agreed with the local education authority (LEA). Present spending patterns indicate a deficit by next March in the order of £100,000. At the time of this inspection, a licensed deficit agreement with the LEA is under discussion, but no plans have yet been formulated to show how the school will secure its financial future. The governing body and headteacher are well aware of this major concern and are working with the LEA to solve the problem. In the meantime, the school is unable to support its educational priorities with robust financial planning and there is a danger that pupils' learning might be compromised.
60. The school is staffed more than adequately and matches curriculum need. It supports new staff well and a useful staff handbook helps to promote consistency and efficiency in school routines. There is a system for appraising the performance of teachers that meets requirements although the arrangements for support staff are

less formal. The management of special educational needs provision is good and the special educational needs co-ordinator (SENCO) has a sound strategic view about how provision should be developed in the light of new national guidelines. Learning support assistants are offered appropriate training to support their work. Their good quality work is monitored effectively by teachers and the SENCO. Spending on support staff is well above average. The school has invested well in new technologies to support learning, making effective use of specific grants for this and other purposes. Administrative systems support the smooth running of the school including efficient day-to-day budget monitoring. The resources available to the school are used well and make a positive contribution to pupils' learning and achievement, including those with SEN, which is an improvement since the last inspection. Accommodation is adequate although ventilation to the ICT suite is poor and there is no suitable outdoor provision for the children in the foundation stage.

61. The school is well aware of its financial difficulties and clearly applies principles of best value when making spending decisions. Given the present high spending per pupil, the school is currently giving unsatisfactory value for money. However, given the standards of pupils' attainments and the quality of education provided, there is no reason why the value for money should not be at least satisfactory if the level of spending were more in line with that found nationally.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to raise standards further and within the remit of a revised school improvement plan, the governors, headteacher and staff should:

- 1) Take urgent action to adjust the school's budget so that the deficit is prevented from increasing further and draw up a plan for regaining budget stability.
(Paragraph numbers: 59, 61.)

- 2) Review curriculum provision for the foundation stage, science and the foundation subjects through:
- Agreeing a time balance between the various subjects;
 - Reviewing the length of the teaching day to ensure there is sufficient time to deliver the programmes of study;
 - Constructing schemes of work which allow for mixed aged classes and a systematic acquisition of key subject skills and knowledge across the school;
 - Reviewing planning for the foundation stage which delivers all aspects of the early learning goals;
 - Provision of an appropriate outdoor play facility for foundation stage children;
 - Ensuring provision is made to prepare pupils for life in a culturally diverse society.

(Paragraph numbers: 2, 30, 31, 37, 40, 64, 66, 71, 72, 99, 101, 108, 113, 117, 118, 123, 129, 131, 144.)

- 3) Implement a whole school assessment policy that:
- Builds on the good practice already evident in the school;
 - Complements national and optional tests;
 - Includes all subjects and the foundation stage;
 - Identifies key skills and understanding;
 - Enables teachers to record pupils' progress in a manageable, meaningful and systematic way.

(Paragraph numbers: 44, 47, 54, 84, 99, 101, 108, 131.)

- 4) Extend the monitoring of teaching and learning across the school by:
- Providing opportunities for subject and team leaders to observe both teaching and its outcomes;
 - Agreeing the extent to which the above happens;
 - Using the outcomes to shape future school improvement plans;
 - Focusing upon pupil independence in learning, the needs of the more able pupils and how assessment is used to inform learning opportunities;
 - Drawing up an agreed teaching and learning policy.
- (Paragraph numbers: 16, 22, 23, 28, 47, 58, 59, 64, 66, 85, 99,101, 108, 118, 123, 130, 144.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	47	27	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	311
Number of full-time pupils known to be eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	103

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	17	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	15	19
	Girls	15	16	16
	Total	33	31	35
Percentage of pupils at NC level 2 or above	School	87 (100)	82(88)	92 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	17
	Girls	15	15	15
	Total	32	33	32
Percentage of pupils at NC level 2 or above	School	84 (98)	87 (100)	84 (98)
	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	30	34	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	19	23
	Girls	31	25	29
	Total	54	44	52
Percentage of pupils at NC level 4 or above	School	84 (66)	69 (50)	81 (61)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	24	25
	Girls	30	24	25
	Total	52	48	50
Percentage of pupils at NC level 4 or above	School	83 (73)	76 (55)	88 (69)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	3
Chinese	2
White	265
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.7
Number of pupils per qualified teacher	22
Average class size	25.1

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	216

Financial information

Financial year	2000/2001
	£
Total income	625,852
Total expenditure	639,955
Expenditure per pupil	2,078
Balance brought forward from previous year	-12,190
Balance carried forward to next year	-26,293

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	308
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	46	6	0	0
My child is making good progress in school.	39	55	6	0	0
Behaviour in the school is good.	26	57	11	4	2
My child gets the right amount of work to do at home.	24	51	21	4	0
The teaching is good.	46	50	4	0	0
I am kept well informed about how my child is getting on.	30	56	13	1	0
I would feel comfortable about approaching the school with questions or a problem.	65	26	9	0	0
The school expects my child to work hard and achieve his or her best.	58	36	5	1	0
The school works closely with parents.	23	54	21	1	1
The school is well led and managed.	32	49	7	3	9
The school is helping my child become mature and responsible.	32	55	9	0	4
The school provides an interesting range of activities outside lessons.	25	45	16	4	10

Other issues raised by parents

There were 12 parents who attended the meeting with the Registered Inspector. Overall, parents were largely very supportive of the school and commented positively about improved consistency in leadership and management. Inspectors agree with those areas with which parents were pleased. They found that the levels of homework were appropriate and consistent. There is a good range of extra-curricular activities that have to be offered on certain days due to other school commitments. Supervision of pupils during breaks was seen to be sufficient with the headteacher having a visible presence at lunchtimes.

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

63. At the time of the last inspection (1997), children achieved well by the end of this stage. However, this was in the context of children entering school with above average attainment. This is not the case now as children enter with below average attainment, reflecting a changing pattern of admissions. Nevertheless, the full range of ability is evident in the reception year. Baseline assessments are completed when the children first start school. This year it is evident that a significant proportion of children has lower than average attainment on entering the reception classes. This is particularly significant for some boys. Teachers therefore, have to address lower levels of literacy and social development. In these aspects of the early learning goals, children make good progress. By the time they are ready to start in Year 1 most of the children achieve well in the early learning goals of communication, language and literacy, mathematical development and creative development and in some aspects of knowledge and understanding of the world. There is sufficient progress in the other areas of learning apart from those aspects that deal with the development of independence.
64. Overall, the quality of teaching is satisfactory. No unsatisfactory teaching was observed during the week of the inspection. Forty five per cent of the teaching was good and nine per cent was very good. Staff in the reception classes work hard to ensure pupils are happy, secure and make progress in their learning. Lesson plans are generally detailed and informative and relate to the six areas of learning. However, planning does not take into account the requirement to provide children at this stage with child-initiated activities and problem-solving experiences. This limits the extent of their attainment in some areas of learning and why teaching is less strong than at the time of the last inspection.
65. Relationships within the classes are very good. Adults relate well to each other and this provides children with good role models. Children develop good social skills as a result of the good teaching that emphasises respect and care for others. Expectations of behaviour are high and children respond very well to this. All staff use praise and encouragement effectively and each child is valued. Consequently, children work hard and great efforts are taken. Support staff contribute well to children's learning, particularly those with additional educational needs. Staff are very careful to include all of them in the activities provided. Children with English as an additional language are well supported and join in fully in all lessons. Staff use various assessment sheets to track learning. Classrooms are organised into stimulating areas and resources are carefully prepared to match planned activities. Staff make the most of the limited outdoor provision by organising and supervising group activities. Parents are kept up-to-date with the termly topics and areas to be covered and are given useful information encouraging extension of experiences from school to home.

Personal, social and emotional development

66. A significant proportion of children enters the reception classes with immature skills in personal, social and emotional development. However, the majority will have achieved most of the aspects of the goals in this area by the time they enter Key Stage 1. This is because of the high priority given to children's personal, social and

emotional development by staff throughout the reception year and good teaching. Children play well together, can take turns and usually share resources well. There is a high level of courtesy and respect shown by children to each other and to the adults who care for them so well. So long as they have the available support from an adult to start them off, they can work happily on their own and alongside others. They are interested and responsive and enjoy most of the activities provided for them. They understand the importance of class rules such as waiting turns and not interrupting. Teachers take appropriate opportunities to talk about feelings and to help children consider the consequences of their words and actions on others. This is a real strength throughout the reception classes and the children benefit enormously from this. Much use is made of praise and positive reinforcement and this helps children to feel that they are valued as well as their efforts. Although there are resources and areas available for role-play, this activity is not being sufficiently well planned for adults to observe and intervene appropriately. Outdoor provision is inadequate for children to develop these aspects of social development. Planning does not take into account the need for them to access resources and materials for themselves or to develop confidence in problem solving. However, because speaking and listening are planned for and there are many opportunities formally arranged, children can maintain attention, concentrate and sit quietly when appropriate although few still feel insecure when attending whole-school assemblies.

Communication, language and literacy

67. Children in the reception classes are provided with a wide range of activities that support the development of language and literacy. By the time they are ready to start Key Stage 1 most pupils can interact with others and take turns in conversations, meeting the early learning goals for this area. The many adults who work with the children, including parents and volunteers, provide good role models and encourage children to express themselves, talk about their work and describe events with increasing fluency. Children listen with enjoyment to the range of stories related to topics such as Three Little Pigs and with the aid of masks re-enact the story. Teachers make effective use of a range of big books to share stories with the class and encourage fluent, expressive re-telling. During whole-class sessions, teachers demonstrate that all the children's contributions are valued and children respond well, often bringing an item in from home to introduce and talk to the class about.
68. Many of the children are beginning to use talk to organise, sequence and clarify thinking and feelings about activities undergone in class, such as cooking biscuits and what play dough feels like. Much of the work in speaking and listening goes on during the day outside the dedicated literacy hour. As part of this session, children are introduced to initial phonics and some blended sounds. They are also encouraged to use high frequency words in simple sentences. At the beginning of the day they look at alphabet cards and they all demonstrate familiarity with individual letters. Many of the children can read a range of familiar words, including their names, and some read simple sentences independently. Books are discussed and children are asked to describe events and characters. Children take books home regularly and parents are given useful information about how to help them along with a list of high frequency "tag words". The implementation of the National Literacy Strategy has given extra focus to the requirements for writing and reading and teaching is good.

Mathematical development

69. The children work well towards the early learning goals in mathematical development and by the end of the reception year most will have achieved them in this area of learning. Teaching is good. Routines are established to help children realise the significance of numbers in their lives, such as counting and matching children present to number cards during registration. Songs and number rhymes feature regularly as part of the numeracy session and in other parts of the day. Children recite and sing these accompanied by number lines and cards. They recognise numbers 1 to 10 and some are able to go beyond. They can count backwards and forwards and identify one less than a given number. They are encouraged, through games and activities, to use and think about mathematical language such as more and less. In cooking they discuss heavier and lighter amounts of sugar and flour and they can distinguish flat shapes such as circles and triangles. They can recognise most coins and enjoy role-play in their class shop under the supervision of a learning support assistant. Children who have English as an additional language participate well in mathematical activities and are able to succeed in the counting tasks.

Knowledge and understanding of the world

70. In the reception classes, children explore the school environment and also look at the houses they live in, making observations about their own homes. They follow the route they take to school and make simple diagrams and maps to record this. Visits to farms to find out about pigs, hens and other animals give children first-hand knowledge of otherwise unfamiliar animals. They are given opportunities to think about human life and growth when, for instance, a parent comes in and talks to the children about caring for a baby and its different needs as she bathes it. Work with toy cars to investigate which ones travel the fastest and furthest are recorded in simple ways. Children use a range of construction toys such as Lego and wooden bricks to build various objects. However, this is not appropriately extended to having access to tools and choosing to shape and assemble those materials. Children having only limited opportunities to use ICT and develop skills across the areas of learning. However, they are encouraged to observe and talk about the use of ICT in the environment such as in shopping, activities and traffic lights on local walks. They create imaginary landscapes as indoor gardens after exploring and describing features of the school gardens and are encouraged to express their likes and dislikes.
71. There is some evidence that pupils are beginning to know about the cultures of others, including that of pupils in the school who have English as an additional language. For example they learned about the Chinese New Year. Throughout the year, children enjoy a range of experiences and activities related to this aspect. Teachers plan to cover a breadth of experience for the children. Unfortunately, in some aspects the breadth of experience is not matched to opportunities to explore, make mistakes and practise skills for themselves. Teaching is sound in this area of children's development.

Physical development

72. Children are not being provided with a range of activities that help them to explore and develop all aspects of this area of learning fully. In the sessions timetabled for physical education they are helped to develop motor control whilst learning the rules of ball games and moving in different ways. Children do not have their own appropriate, secure, designated outdoor play area. Consequently, the provision for

appropriate physical play is inadequate. However, the reception teachers do ensure daily access is planned for outdoor play with push, pull and wheeled toys. Within these limitations, staff help children by ensuring that through direct discussion and games, they are developing an awareness of space during the activities provided for them outside.

73. Good opportunities are provided for the children to develop the finer manipulative skills. They can use scissors with increasing success when they cut and stick paper and materials to make pictures. They hold pencils and crayons properly and can paint and colour accurately and complete dot to dot pictures. They have many opportunities for tracing and drawing. They also enjoy frequent opportunities to work with a range of malleable materials such as play dough. Within the classrooms, a wide range of construction sets, threading and posting toys and shapes and materials are available for children to use. Children are taught how to move items around the room and outside, how to carry tools and large toys and they manage well. Overall, teaching is sound in this area of children's development.

Creative development

74. Children's creative development is suitably promoted and sound progress is made with most achieving the learning goals in this area by the end of the reception year. For example, children make good efforts in discussing the colour, shape, texture and ways to create a flower. They are encouraged by the teacher to look closely at the detail and draw or paint from the angle from which they see the plant. Related to the topic, they have painted pictures of their own houses and explored the textures and shapes through brick patterns. They have created symmetrical patterns and explored colour, mixing with paints whilst making "butterflies".
75. Children are developing the use of their senses. They recognise and explore how sounds can be changed through lively music sessions. They talk about and experience for themselves how musical instruments can be played in a variety of ways to produce different sounds. They enjoy singing simple songs from memory, such as "I Know an Old Lady" and teachers help children to develop their confidence, performing alone and with others. Children enjoy listening to music and talking about it and their responses to it. Children enjoy imaginative play using costumes from fairy stories made by a parent. They are given frequent opportunities to role-play and extend their imagination, whether they are in a vet's surgery, an estate agency or a shop. The home corner is regularly transformed and often added to, contributing to children's experiences. Overall, teaching is sound in this area.

ENGLISH

76. In the 2000 Key Stage 1 national assessments, 87 per cent of pupils reached the expected levels in reading which was in line with the national average when compared with all schools. The percentage of pupils reaching the expected levels in writing, 82 per cent, was below the national average. The percentage of pupils reaching the higher levels in reading, 16 per cent, was well below the national average and in writing, 5 per cent, was close to the national average. Over the last three years, the performance of pupils has been above the national average in reading and in writing. When compared with similar schools, results in the national tests were below the national average in reading and well below in writing.
77. In the 2000 Key Stage 2 assessments, 84 per cent of pupils reached level 4 which was above the national average for all schools. The percentage of pupils achieving the higher level 5, 48 per cent, was well above the national average. Over the last three years, the performance of both boys and girls has exceeded the national average. When compared with similar schools, the school's results for pupils reaching the expected level were above average and for the higher level, well above average.
78. The findings of this inspection indicate that attainment at Key Stage 1 has risen and is now in line with national averages. Attainment at Key Stage 2 is broadly in line with the national average. There are fewer pupils working at the higher levels in English than last year. This represents a decline in standards at Key Stage 2 since the last inspection. However, there has been a significant level of pupil movement from the upper part of the school in recent years. The current Year 6 cohort contains a significantly greater number of pupils with special educational needs than last year's group.
79. Attainment in speaking and listening at Key Stage 1 is above average. Pupils speak confidently and with clarity. They benefit from opportunities to develop their language in role-play activities during literacy hour and in the use of "listening corners" in classrooms. They learn to enjoy the rhythm and rhyme of poetry used during literacy hour and delight in joining in when phrases are repeated. By the end of the key stage pupils are confident in presenting their work to others. Attainment in Key Stage 2 is also above the national average. Higher attaining pupils continue to develop mature and clear speaking skills and are able to talk with confidence about their work. Pupils in the upper part of the school were able to debate with maturity such topics as "Is television a bad influence on children?" when investigating the appropriate structure for writing a piece of persuasive text. However, there are too few opportunities for planned public speaking.
80. Attainment in reading at Key Stage 1 has improved over the last year particularly in the numbers of pupils achieving the higher levels and is now at least in line with national averages for similar schools. By the end of this key stage the majority can talk about their favourite books and can name some favourite authors. More able pupils make good progress in reading and can read aloud with good expression. They demonstrate an understanding of library skills and clearly benefit from such activities as book week and book swap club. Less able pupils however, continue to find it difficult to use the sounds they have learnt to attempt new words. Attainment in reading at Key Stage 2 is at least in line with national averages. Most pupils continue to make satisfactory progress and maintain good attitudes to reading. They can talk with enthusiasm about their favourite authors and understand how to use the library. A significant number, however, in the upper part of the key stage remain hampered

by a lack of ability to use phonic skills and punctuation when reading aloud. Pupils' attainment in reading is enhanced in those lessons where teachers use group sessions effectively to assess pupils' developing ability over a range of reading strategies. However, this technique is not carried out by all teachers in sufficient detail to inform the planning of next steps in learning. While parents support the school well in hearing reading at home, the purpose and effectiveness of the home reading records needs to be reviewed. Teachers are effective in the upper part of Key Stage 2 in monitoring the reading habits of pupils to ensure that they are directed to a wide range of authors.

81. The attainment of the majority of pupils is in line with national averages for the end of Key Stage 1 in writing. This represents an overall improvement since last year. Standards achieved by more able pupils have also increased. Standards in writing at the end of Key Stage 2 have been maintained. The school has acted upon data received from the local education authority and has introduced a scheme to develop pupils' handwriting and spelling together. Pupils in Year 1 begin the process well by learning how to make the strokes that join letters. They develop correct letter formation and an even size to their letters and gain an increased awareness of the relationships between sounds and symbols for spelling. They experience a wide range of writing for different purposes. The school has made some very effective links between the teaching of literacy and other subjects. Pupils enjoy the experience of behaving like real authors while making their own science books on "Sound." By the end of the key stage pupils have learned to refine this process further and can write books on "The Senses" understanding the correct terminology such as glossary, author and illustrator. They quickly develop a handwriting style that is fully joined and understand the correct use of punctuation. They begin to use computers confidently for drafting and editing their work making appropriate choices for style and size to produce second drafts of poems about "Cinderella."
82. Pupils in the lower part of Key Stage 2 benefit from good links with their work in literacy to history and geography topics. They practise writing reports following visits to local sites of historical interest and follow up studies in geography by writing poetry describing the effects of wind. By the end of Key Stage 2, pupils can use a range of styles and write for a variety of audiences. They enjoy imitating the style of famous authors and can for example, produce extended pieces of writing such as "The Company of One-Eyed Gentlemen" based upon the books of Sir Arthur Conan Doyle. They enjoy Shakespeare's "Macbeth" and are able to re-work the story into a modern setting using a comic strip approach. Pupils with special educational needs receive good support and with the help of an adult scribe or story planner make good progress and achieve well. Those few pupils with more complex learning needs have work that is carefully planned to meet their very individual needs and access to computer programs that help to motivate, maintain interest and produce sound work.
83. The quality of teaching is good at both key stages. Almost all teaching observed was judged to be at least satisfactory and in just over a half of lessons seen, teaching was good or better. Teachers manage their pupils well and have clear expectations for good behaviour. As a result, pupils remain on task, sustain interest in their work and achieve well. Teachers use support assistants very effectively so that pupils are well supported, concentrate and make good gains in understanding. Consequently, pupils display good attitudes to learning. Many teachers take the time at the start of lessons to make clear the focus for learning. In some classes this is written up for pupils to see. This method is particularly effective when it is used at the end of lessons for pupils to reflect on their learning and judge whether it has been successful. This

technique is not however, applied consistently by all teachers. Whilst teacher's planning is sound, it does not consistently pay sufficient regard to the different needs of groups of pupils. As a result, not all teachers plan suitable activities to challenge and extend the learning of the more able pupils or to support those who find learning more difficult.

84. Where teaching of basic skills is most effective, teachers use interesting strategies that actively involve all pupils and maintain their interest. This was evident in a Year 2 class when pupils enjoyed a "circle activity" that involved changing one letter to make new words. This interest in words was extended in a Year 6 class to dictionary work using crossword clues that particularly captured the interest of boys so that the pace of their learning was very good. Although teaching of basic skills is satisfactory overall, in those lessons that were least successful, teachers' own lack of confidence in teaching sounds for reading and spelling hindered progress. There were very few instances where teachers used assessment during lessons to alter and inform their planning of subsequent work and this is now a weakness. Opportunities to involve pupils in self-assessment and in peer assessment were seen in only a few good lessons and could now be usefully extended across the whole school. One very good example was observed at the end of Key Stage 1 when pupils spent part of one lesson developing a checklist. This was to be used the following day to allow pupils to assess their own writing. Further development of this, linked to a system of pupil target setting, could develop pupils as independent learners. All teachers do not yet use marking and feedback consistently. Therefore, pupils' awareness of what they have done well and what they need to do to improve further is under-developed and progress in learning is not as good as it could be.
85. Leadership and management of the subject are satisfactory. Monitoring of standards by analysis of pupils' written work is in place, but would benefit from more regular work sampling and marking against National Curriculum criteria. Not all teachers have yet developed a consistent view of attainment at each level. The school receives a great deal of assessment information from the local authority and from a national survey of literacy with which it is involved. It does not yet analyse this data sufficiently and use it to set whole school improvement targets. Further development of the subject would benefit from more focused monitoring of the quality of teaching and learning leading to written reports and targets for further improvement. The co-ordinator produces an annual report and improvement plan, but this is not linked closely enough to targets to raise standards in the subject.
86. The quality and range of resources for the teaching of English and literacy are now good in both key stages. The school has made sound investment in texts to support guided and shared reading and to enhance book areas in classrooms. While the two library areas are a useful resource, they are not currently used sufficiently to promote independent research and study skills. Pupils are however, becoming proficient at using the Internet as an effective research tool.
87. Overall there has been satisfactory improvement in English since the last inspection and standards have been maintained. The National Literacy Strategy (NLS) is now well in place and is having an impact in both key stages, particularly in the range of different writing styles that pupils are using. The school has already identified the need to improve standards in writing at Key Stage 2 and has set challenging targets for improvement. As the NLS has become established, the school is now well placed to build in opportunities for speaking and listening in a planned way and develop a scheme of work tailored to meet its individual needs.

MATHEMATICS

88. Standards in mathematics by the end of Key Stage 1 are a little above the national expectation. This represents an improvement from the standards attained in the 2000 national assessments and at the last inspection in 1997. In the 2000 assessments, standards of attainment were below the national average for all schools and for similar ones. This was the first year that standards had slipped below the national average for a number of years. Standards at the end of Key Stage 2 are in line with national expectations. This was the case in the 2000 national assessments when pupils attained average standards when compared to all schools nationally and to similar schools. At the time of the last inspection, standards were above average, but fell steadily until last year when the school's results represented a significant improvement from 1999. Girls are achieving slightly better standards than boys, but in line with national differences. Pupils, including those with special educational needs (SEN), achieve well in relation to prior performance. There is some higher achievement in the middle years of Key Stage 2 where some pupils are working at higher than expected levels.
89. In Key Stage 1 pupils experience a broad range of mathematical skills and ideas that are in line with the requirements of the National Numeracy Strategy (NNS). They learn about the number system and are able to count accurately in steps of 2, 5 and 10. They are able to add and subtract one and then two-digit numbers mentally and can explain the strategies used. For example in Year 2, pupils can subtract nine from a two-digit number very swiftly by subtracting ten then adding one. This knowledge is applied to problems involving money, where pupils learn to add coins and work out change from amounts up to £1. Pupils are able to recognise and use simple fractions such as a half or a quarter and apply this knowledge to solving simple problems such as working out how to share quantities or to weigh objects, understanding the relationship between grams and kilograms and other standard units of measurement. They learn to tell the time, recognise simple two and three-dimensional shapes and determine lines of symmetry in shapes. They are able to sort and classify information and present findings pictorially, or in a bar chart. Mathematical vocabulary is developing well and pupils are able to express their thinking very clearly. Pupils are provided with a range of investigations and games to help them understand the number system. During the inspection no information and communications technology (ICT) was being used to support learning in the classroom.
90. In Key Stage 2, pupils build on skills and ideas gained earlier in a systematic way. They become secure in their knowledge of multiplication tables and by Year 6 are able to recall these and other number facts quickly and accurately. They learn to manipulate fractions, decimals and percentages and know the relationships between them. Older pupils are beginning to work with ratio and proportion and understand that "one in every..." can be applied to large numbers to calculate relative proportions. Earlier work on shape is built on so that pupils are able to recognise reflection and translation and can work with co-ordinates in four quadrants. In one lesson in the ICT suite, pupils were able to practise number bonds and to extend their skills in working with angles. Such provision motivated them well and as a result their learning was effective, securing the above mathematical knowledge and skills. Pupils learn to use a wide variety of measures and can interpret measurement scales such as those found on measuring cylinders and weighing machines. These older pupils are also given opportunities to solve problems through investigations, an

improvement since the last inspection, but not enough of these are open-ended. A greater variety would enable pupils to capitalise on their skills and knowledge, extending them to higher levels of achievement. Earlier work on presenting data in tables and graphs is insufficiently developed by the end of this key stage and pupils need more experience in plotting and interpreting line graphs. Overall however, provision is in line with the NNS.

91. Throughout the school, pupils show very positive attitudes towards mathematics. They enjoy their lessons and apply themselves well. Motivation is good, particularly with those pupils with SEN, and pupils are pleased to recognise their progress. Behaviour is very good in lessons and this makes a very positive contribution to learning. A common feature across the school is the frequency with which pupils are asked to work collaboratively, undertaking common learning tasks. This provides opportunities for pupils to talk about mathematics, identify mistakes and to learn from them and each other. In one Year 2 lesson involving money problems, the pupils worked in threes, taking turns to act as customer, shopkeeper and the cash till operator to work out the bill and the change from various amounts. The interaction between pupils helped those pupils who found it difficult to improve and those with a facility for number to be challenged.
92. The teaching of mathematics across the school is always at least satisfactory and mostly good or very good. It is good overall. Planning clearly identifies what it is pupils are to learn from the lessons and these intentions are shared with pupils so that they understand why they are undertaking certain tasks. The NNS has been implemented well and staff have good levels of knowledge and confidence. This is an improvement since the last inspection when some staff confidence was insecure. Learning support assistants make a very important contribution to pupils' learning, providing well-focused support for SEN pupils. The activities planned for pupils' learning are largely well matched to their needs and enable pupils of all abilities, including those with English as an additional language, to participate successfully in lessons. Homework is a regular feature of provision. It is consistent throughout the school and valued by parents as a means of helping their children to progress. There are examples of very good practice in assessments being made and used to direct teachers' planning. These are not yet consistent throughout the school and the system for tracking pupils' progress from year to year is at an early stage of implementation. In the best lessons, teachers watch pupils' learning carefully and intervene to increase the level of challenge at the appropriate time. This helps the more able pupils to progress at a good rate. Marking of pupils' work is regular, but is not sufficiently focused on helping pupils to improve their work with developmental comments.
93. The leadership and management of this subject are good. The subject leader has clear knowledge of the school's strengths and areas for development in mathematics. Monitoring of the implementation of the NNS has been good, including sampling of pupils' work to complement direct observation of teaching and learning. The mathematics policy needs updating urgently in order to be a useful support to staff, existing and new, and to ensure continued consistent provision. Resources are satisfactory and are used well by staff to promote learning. Staff have had a good range of opportunities to develop their skills and knowledge through specific training and this has had a direct impact on the quality of their teaching and, as a consequence, the good learning evident. The school is well placed to improve standards further.

SCIENCE

94. In Key Stage 1 last year, pupils' performance in science, based on teacher assessments, fell below national averages. However, the assessment of pupils' attainment in science at seven this year, with 88 per cent reaching the nationally expected level and 33 per cent at a higher level is once again broadly in line with all schools nationally. Standards of attainment in science for 11-year-old pupils leaving the school in 2000 were broadly in line with pupils in all schools, both nationally and when compared to similar schools. Boys performed slightly better than girls in the 2000 Key Stage 2 tests. The proportion of pupils attaining higher than the national expectation was similar also to the national average.
95. Young Key Stage 1 pupils can tell the difference between pulling and pushing as different forms of force. Through experiments with toy cars they are taught to predict how far they will go and how to make them go further and faster. They look at the different features of various objects and sort into groups those which stretch, those which bend and those which can do both. With some assistance they can predict and investigate which of a number of different sized balls bounces the highest and make very simple records of these results. They learn about what plants need to grow by sowing mustard and cress seeds under several conditions. By the end of Key Stage 1 pupils who reach the national attainment levels can compare materials and sort them into groups giving reasons and recording appropriately. Their learning is supported by the use of frames which help them to develop skills in scientific enquiry when groups investigate how far sounds travel and which sound travels the furthest. Following observations of magnetic and non-magnetic materials and objects which float and sink, they are able to make recordings in simple tables of what they have discovered. However, there are limited opportunities to communicate their findings using ICT. Pupils are beginning to make predictions, for example, of what will happen to flour, sugar and salt when water is added and higher attaining pupils are starting to plan investigations and make estimations.
96. In Key Stage 2, Year 3 pupils carry out careful investigations using a thermometer to measure the temperature of water in different conditions. In the Year 3/4 classes, pupils can use scientific vocabulary, e.g. habitat and specimens, but this is generally under-developed, as they are not encouraged to think scientifically. They know that keys are used in science and that these assist with the classification of living things through investigating the attributes of leaves.
97. In Years 5 and 6, pupils study the life cycle of flowering plants through many practical activities such as creating dissected flower cards. They know that life cycle means start to finish and that living things reproduce. In Year 5 many pupils demonstrate understanding of the link between food chains and oxygen production. However, pupils' ability to research is under-developed, as they have limited opportunities to look for and retrieve information from books and ICT sources in their classrooms. Therefore, when this work is repeated at the top of the school learning is not extended as much as it could be. Because the opportunities given to pupils to review their work are uneven through the school, their ability to suggest improvements is generally under-developed although they can communicate in a scientific way. By the time they are at the top of the school, most pupils know the scientific names for major organs of the human body and can describe their functions. They can demonstrate through moving models how muscles and joints produce movement. They continue to learn about electricity through investigating materials to find good conductors. They regularly record their observations, comparisons and

measurements in tables and bar charts, but not usually through ICT. Other ways in which they present information includes crosswords, plans and diagrams. Through these they demonstrate their ability to make predictions, take measurements and record data when estimating the temperatures around the school and looking at how day and night are related to the spin of the earth.

98. Teaching ranges from satisfactory to very good and good overall in the lessons seen in Key Stage 2. It was not possible to observe lessons in Key Stage 1 during the inspection. The most effective teaching took place when, at the start of the lesson, the teacher focused the pupils on what they would be learning as well as giving clear instructions and advice on what they would be doing. Expectations were conveyed clearly and extended by challenging and open questioning. Such a rigorous beginning ensures pupils' attention, interest and confidence. The information is presented in a way that makes lessons interesting for the pupils. A good balance of different activities within the best lessons ensures a good pace of learning. Pupils really extend themselves when they are given a purpose in their collaborative group activities. In one lesson, the teacher emphasised the presentation aspect and this helped the pupils to sustain efforts and make learning meaningful. The provision of a range of resources helps the pupils to gain first-hand knowledge and experience of flower parts and the plant's reproductive cycle. When teachers promote the use of scientific language and are confident and knowledgeable about the aspect being taught there is clear impact on pupils' progress. Teachers organise pupils into single gender, mixed ability groups and generally this works well. Relationships in most lessons are very good and contribute to the learning. Learning support assistants contribute greatly to most lessons, ably supporting pupils with additional educational needs, ensuring that they are fully part of all scientific experiences. They also intervene sensitively to support and assure other pupils. Teachers use many cross-curricular links, for example to art, in close observation drawings and with English in preparing and presenting to different audiences. Pupils are given as homework appropriate research projects that extend learning.
99. Health and safety aspects are highlighted to ensure full awareness. A strength of some lessons was the use of plenary sessions as opportunities for pupils to reflect on their learning and evaluate their own areas of difficulty. However, this is not established throughout the school. Teachers do not have a full scheme of work to support their planning and therefore, pupils revisit aspects already covered. The use of ongoing assessment to inform the next steps in learning is under-developed and in some lessons the work is not pitched well enough to all pupils' abilities. As a result, the learning of more able pupils is insufficiently promoted.
100. Pupils' attitudes in science are generally good. Although there was evidence in one lesson that irresponsible attitudes have an affect on progress, this was the exception. Pupils work well together, talking about their investigations and experiments and gain from questioning each other. Relationships between adults and pupils are good and pupils generally value each other's contributions. They listen well and show interest, particularly in practical sessions. They work hard to recognise, recall and use scientific language. Pupils are gaining confidence and are keen to learn.
101. Since the last inspection, the co-ordinator for science has worked hard to address the weakness in Key Stage 2. Scientific enquiry is now taught progressively through the school through all the other aspects of science and this is an improvement since the last inspection. Leadership of the subject is very clear about what is required to support teaching and to raise standards further. She has made a significant

contribution to this already through the analysis, with staff, of the pupils' answers in the national tests. This has impacted on the focus for planning in science this year and informs staff in-service training which she has delivered. She has worked extensively with advisers from the local education authority in implementing the use of science frames for investigation. She has only had limited opportunities to monitor teaching and learning, but sees this, along with developing further assessment procedures, as a priority. The school is now in a position to review the science curriculum and ensure the implementation of a cohesive scheme of work that will ensure consistency and support teachers still further.

ART AND DESIGN

102. The standards achieved are high and the quality of display for pupils' finished work is consistently good across the school. The subject makes a very positive contribution to the overall ethos and welcoming atmosphere of the school. Teachers, support assistants, parent helpers and pupils have an enthusiasm for the subject that contribute to high standards.
103. The oldest pupils at the end of Key Stages 1 and 2 do well in all aspects of the curriculum and pupils, including those with special educational needs, at least meet the national end of key stage expectations and the majority exceed them. Standards are high in painting and drawing from direct observation. Pupils at the end of Key Stage 1 are able to develop ideas for work from appropriate starting points such as photographs of flowers and leaves in the school garden. They learn to observe views in close up and at a distance then work and re-work pieces developing form, shape, tone and colour, making choices from a wide variety of media. Their work in collage using natural objects demonstrates a developing understanding of the pleasing effects gained from using a more restricted range of colour choices. Standards in three-dimensional work are very high throughout the school. This aspect of the curriculum has been enhanced by the purchase of a kiln so that pupils' work can have a lasting influence on the school environment as in the series of ceramic pictures of the four seasons that decorate the entrance corridor. Standards in textile work are consistently high in Key Stage 2.
104. The rise in standards represents a good level of improvement since the last inspection. All issues raised have been addressed and there are now good examples of fine art both mounted and framed on display around the school and available as a teaching resource.
105. There are effective links across curriculum subjects. For example, pupils in Year 6 collaborate well in producing collage banners around the theme of traditional stories which pupils who have just entered school can enjoy. Pupils in the lower part of Key Stage 2 make very good links between their work in art and geography. They develop their understanding of other cultures by exploring patterns to be found in the natural world of Kenya, using tie dye and block printing techniques to produce items of African clothing.
106. The quality of teaching is always satisfactory and often good. Demands made on pupils ensure high quality work is achieved in both key stages. Teachers are clear in their instructions at the start of lessons and review knowledge and skills gained at the end of them. Pupils are encouraged to take chances whilst being taught new skills and techniques. They are taught to respect and build upon the work of other artists and use books and computers to research information on techniques, cultural

influences and styles. Teaching is very good in the lower part of Key Stage 2 where the teacher's own expertise is used to very good effect to teach art and design to all three classes. Pupils are able to develop a theme around sculpture in the built environment, exploring a range of materials to develop interesting textures. This is part of a well-sustained plan that will lead to a model of their own sculpture being used to enhance the local environment. In the very few instances where teaching is less effective, this is due to support that directs pupils without allowing them to make choices for themselves.

107. Learning is good because the support from assistants and parents is also good. Pupils enjoy practical activity and the expressive, creative work that develops. Pupils concentrate well to acquire new skills, knowledge and understanding to paint, print and draw better. Pupils enjoy researching about artists using the Internet and benefit from experimenting with work in the style of artists. For example, pupils in Year 6 have investigated the work of Monet before exploring for themselves the effect of shadows and reflections on water. Some pupils produced computer-generated drawings choosing shapes, lines and colours with care. Pupils are encouraged to become young artists throughout the school by having their work displayed on the school web-site and by the decision to develop a gallery of framed pupils' work alongside that of more famous artists. The school needs to extend this now by visits to museums and galleries and opportunities to learn from visiting artists so that pupils' skills in evaluating their work is developed further. Although a few pupils in Year 6 have the opportunity to attend Masterclasses out of school hours, the school needs to consider the identification of those pupils who demonstrate artistic talent as part of its provision for gifted and talented pupils.
108. The management of the subject is currently underdeveloped. This is largely due to the school's wish to give greater priority to other subjects in response to national initiatives. The subject policy is now out of date and although the co-ordinators have begun to review schemes of work using advice from the Qualifications and Curriculum Authority, there is a need to plan carefully to ensure continuity and progression particularly in mixed-age classes. There is no consistent system for monitoring and assessing pupils' progress through the school. Sketchbooks and individual and school portfolios provide evidence of developing skills as pupils move through the school and could be used to assess work against the four aspects of National Curriculum for art and design. Teaching is not monitored and as a result, less confident teachers have not been able to benefit from the expertise of colleagues. The co-ordinators have a natural enthusiasm for the subject. Given the broad range of experiences now on offer and the good level of resources, the subject has the potential to develop further and become a major strength of the school.

DESIGN AND TECHNOLOGY

109. Due to timetable arrangements, no lessons were seen during the inspection. Judgements about pupils' overall attainment were made after pupils' past work and discussions with them were taken into account. In the last inspection, the pupils' standards of attainment were below those expected throughout the school. Improvements have been made in the planning of work and more direction provided for development in the subject. This has led to the improvement in pupils' attainment and they now reach the standards expected for their age throughout the school.
110. By the time the pupils are seven, they have sufficient knowledge of simple design processes and know that these usually have to be revised and refined. They draw

designs for simple finger puppets and identify which features are important. These include knowing the best ways of joining certain parts for example, whether to use glue or staples. Other samples of work where pupils made lighthouses show that they have sound making and finishing skills. Their proposals for the ingredients for a fruit salad reflect their sound knowledge of the design process and why it is important.

111. The oldest pupils attain standards expected nationally for their age by the time they are eleven. They have a good awareness of the design process and know that this is important. They construct a range of models such as guitars, cars, board games and a model conveyer belt. Past photographic evidence also indicates that they construct bigger structures well. In Year 5, past work indicates that the pupils can decide the different ingredients for biscuits and realise they will differ if the biscuits are to be sweet or savoury. The pupils can also identify correctly which parts are the strongest when constructing a model guitar. Written work also illustrates the pupils' well-developed sense of the design process from initial designs, re-evaluation and construction to further evaluation. By the time they leave the school, the pupils are making appropriate choices between different materials to use, the way they are made and designed and the use of them for the purpose for which they were designed.
112. Pupils' learning and progress is satisfactory throughout the school. Pupils gain appropriate knowledge of design and making processes, and the finished models reflect sound skills in making techniques. The pupils with special educational needs make sound progress throughout the school and are involved with all activities. No direct teaching was seen, but the evidence of past planning and the materials provided for pupils to use, indicate that teaching is satisfactory. The expectations for what pupils can achieve appears to be appropriate generally, although the activities do not always extend the higher attaining pupils' skills of investigation and problem solving.
113. The subject is co-ordinated well and there are further plans for its development. Resources for the subject are satisfactory and cover a sufficiently wide range to enable pupils to experience different modelling techniques. The scheme of work is being reviewed in line with national guidance and the policy, which is old, is being revised.

GEOGRAPHY

114. Standards of attainment at the end of both key stages are broadly in line with national expectations. There has been some improvement in pupils' understanding and knowledge of geography related to the use of the locality as a resource since the last inspection. However, there remain inconsistencies in what pupils achieve within each key stage.
115. Pupils in Year 1 have talked about and described their journey to school, drawing simple diagrams of their routes. They have also looked at and described local features, such as the supermarket and the church, which they pass on the way. In Year 2 pupils are encouraged to express views about features in Uckfield and these are strongly expressed by some. For example, the buses and the river were described as "untidy". By the end of Key Stage 1, pupils are familiar with simple maps and are developing a range of fieldwork skills, such as mapping out a walk to study local features and the environment. The study they have undertaken of an island home has given them ample opportunities to compare and contrast

geographical features such as hills and valleys. They describe the difference between their town and a coastal one and they know why an island is different from the mainland. The work based on fictional character, Barnaby Bear, has given pupils in Key Stage 1 opportunities to look at means of travelling and destinations in other countries such as Dublin in Ireland. With links to literacy development, they are encouraged to ask geographical questions to Barnaby such as, "How did you get there?" and "Were there any hills?".

116. By the end of Key Stage 2, pupils are also achieving standards in line with national expectations in most aspects of geography. Their knowledge and understanding of environmental change and sustainable development in Year 6 is developed through lively debates related to land use issues and water ownership. This is building on work carried out the previous year. They understand why places change through studies based in the locality, such as the increasing volume of traffic in the town. In their investigation of the effect of traffic on the High Street, they are developing decision-making skills and they have been given opportunities to identify and explain the different views residents hold with regards to possible traffic restrictions. They have carried out surveys that have been analysed through graphs. These findings and opinions have been presented through debates and letters to local councillors. They have had some opportunities to use ICT to help extend and support their learning through assessing information from the Internet and through the creation of graphs. What is not so well developed is the breadth of understanding through the links made with the localities studied in other countries. Pupils gain sound knowledge and understanding of physical processes through their topic on rivers. They look at deposition and erosion and relate this to the River Yare as part of their fieldwork trip. They also look at the River Nile, extending their understanding of how this is crucial to the lives of people in that part of the world. Throughout both key stages pupils with additional educational needs are fully included in a range of experiences and make good progress.
117. The quality of teaching throughout both key stages is satisfactory overall. However, because the teachers are not being supported by a cohesive scheme of work there are inconsistencies in the overall impact that teaching has on learning. Where teaching is most effective the lesson plan is clearly focused on what needs to be learned. When the teacher shares this objective with pupils, they are clear about the purpose of the lesson and progress is good. Good teaching was observed when the teacher's geographical knowledge was secure. One example of this was in a Year 6 lesson that focused on the issues related to water ownership where the teacher had researched and had personal knowledge about the situation in Wales. Very thoughtful responses were elicited when the teacher gave ample time for pupils to think through and express their arguments. In another lesson, Year 2 pupils reviewed past work. As much as this had been first-hand and related to stories and characters that they enjoy and know well, they made good progress. In both key stages useful information is given to parents about aspects of the subject to be taught each term. Encouragement is given to pupils to think further about work at home and at Key Stage 2 geographical topics regularly feature as homework.
118. Subject leadership is sound. Resources have been provided to support teaching and learning, but the co-ordinator recognises that a clearer scheme of work is required in order to develop key skills and ideas in a systematic way. There is an up-to-date policy supporting teaching. There are few opportunities to monitor provision across the school.

HISTORY

119. The standard of pupils' attainment by the end of both key stages is in line with the national expectation. This is similar to the findings of the last inspection. Only one lesson was seen during the inspection week, but evidence from past work and discussions with pupils was taken into account when making a judgement.
120. Past work in Year 1 indicates that pupils know how to compare old and new, such as when looking at toys from different times. They identify similarities and differences between them correctly and point out different features accurately. Other work outlines the life of Florence Nightingale, and in discussion, the pupils remember and recall the significant events in her life. By the time the pupils are seven, they put different events in chronological order correctly and use the Internet to research different historical characters.
121. Older pupils in Key Stage 2 learn different aspects of past civilisations such as the Egyptians, life in Tudor times and the history of their own town. They know about the significant characters from each region and time and they study and relate knowledge about their own town to their own sense of history. For example, in the one lesson seen, the pupils were studying life in Uckfield and information about a local character helped the pupils to become motivated to find out more. Generally, past work indicates that the pupils have appropriate skills in research and knowledge of periods such as the Victorian times.
122. Pupils' learning and progress are sound throughout the school. The step-by-step planning helps them to gain knowledge and understanding of different periods of history and they recall these in discussion. Their attitudes to the subject are good throughout the school in that they present their work well, often supplement it with their own research and are enthused about the history of their own area. Pupils of all abilities, including those with special educational needs, make sound progress in their learning through the school. Too few lessons were observed to make judgements about the quality of teaching across the school, although the one lesson which was seen showed good teaching.
123. The subject is co-ordinated satisfactorily although the monitoring of the subject and the priorities for development are weaker aspects. The level of resources in the subject is generally good and supports the development of the subject well. The policy is now out of date and along with the scheme of work, is being revised.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

124. Standards in information and communications technology (ICT) are broadly in line with national expectations by the end of both key stages. In Years 3 and 4 they are above those expected nationally. Pupils with special educational needs make good progress. The school has recently invested in a new computer suite. The provision of computers in the suite and classrooms linked on a network and a comprehensive software package, gives teachers every opportunity to deliver high quality lessons. The provision of a data projector in the suite means that teachers can model operations they want the pupils to follow. This is a powerful teaching aid. The Parents' and Friends' Association provided funding for some of the equipment. The suite is an excellent resource, but it gets extremely hot because of lack of appropriate ventilation. The provision the school has made gives it the means to improve

standards and the quality of teaching. Standards have improved since the last inspection when they were judged unsatisfactory.

125. Pupils are confident and have positive attitudes to the use of ICT. They co-operate well when working in the suite, where two pupils share one machine. They help each other to overcome difficulties and work things out together. They behave very well.
126. In Key Stage 1 teaching is good and provides the pupils with an appropriate range of work. The teachers have sound subject knowledge and are able to plan to teach the basic skills of information technology effectively. Year 2 pupils understand the role that computers play in the home and work. They can talk confidently about e-mail and how it is used. They can program a Roamer with instructions to move around in a square shape and return to where it started. They can log-on and access their own files on the network and save and retrieve their work. When word processing they can use a variety of fonts and change the size and colour of the text.
127. In Key Stage 2 standards are broadly in line with those expected for their age. The one aspect where standards do not meet expected levels is in the area concerned with controlling equipment and events. Pupils can draft work directly on the screen when word processing. They can use e-mail to communicate with people outside the school. They have used the Internet to research cities across the globe, downloading maps and points of interest. In Year 6 the pupils are taught well by teachers with sound subject knowledge, good instruction and lesson organisation. They are able to plan a presentation using Power Point incorporating animations and sounds, having regard to their audience and the need for quality.
128. The standards are higher in Years 3 and 4 and this is a direct result of the very good subject knowledge of the subject co-ordinator who teaches these classes. The lessons taught in these year groups feature precise explanation of the task. The pace of the lessons and the increased challenges provided meant pupils were taken to the edge of their abilities. They were using a paint package to design a leaf motif for a Tee shirt that they were to design and print. They could control the mouse well and through various techniques were able to produce individual designs of a very high standard. In previous work they had designed book covers. They were able to combine text and pictures on to their own background.
129. In a less effective lesson Year 5 pupils were using search engines to find out about the pilgrimages undertaken in Judaism and Islam. They could access various sites, but the lesson lost direction because pupils had not been guided sufficiently to frame questions beforehand that would help them to interrogate the information they had found. This is an example of the school's schemes of work not being explicit enough to support the teachers in their planning to deliver the full programmes of study.
130. The co-ordinator has a real influence on the quality of the provision in the school. He has been instrumental in setting up the ICT suite and organising the training for teachers in line with the national scheme. He acts in a supportive role and has helped teachers to develop a positive attitude to the teaching of ICT. There is a need for the monitoring of teaching and an evaluation of its effectiveness in order to promote consistently higher standards of achievement.
131. The school has made good progress in the teaching and provision of ICT since the last inspection. However, detailed schemes of work are not provided that would support teachers' planning for the progression and acquisition of skills by pupils. As

yet there is not a consistent whole school approach to assessing pupils' knowledge and understanding of ICT to inform teachers' future planning.

MUSIC

132. Standards of pupils' attainment are in line with those expected nationally for pupils at the ages of seven and eleven. This is broadly the same finding as the last inspection for pupils aged seven, but at eleven, pupils' attainment has declined from being above national expectations four years ago. This is due to staffing changes and a loss of particular musical expertise since then.
133. By the time pupils are seven, they record symbols to represent musical elements and know how notes rise and fall. They sing notes clearly and can make them rise or fall in pitch. Pupils in Year 1 sing two notes represented with symbols and have good control over their voices. Pupils in Year 2 draw simple line drawings to represent musical instruments and know how many of them are played. In assemblies pupils sing clearly and tunefully and remember the words of songs accurately. For an Ascension Day service, the pupils rehearsed their songs well, singing in tune and using appropriate variations in volume and tone. Past written work indicates that the pupils can create graphics to represent different elements of the weather such as rain and wind. There are some good links with artwork when the pupils painted pictures inspired by Beethoven and the Beatles.
134. By the time pupils leave the school, they attain standards expected nationally. In the one lesson seen, the pupils identified words that described a passage of music. These were appropriate and covered a good range of ideas. The pupils then composed simple musical pieces using the different ideas they provided. These conveyed the moods the pupils suggested earlier and other pupils recognised the mood chosen. Past written work indicates that the pupils know how to compose different rhythms related to their work on the Egyptians and have studied how to write words to songs.
135. Pupils sing well and vary their pitch and expression when singing in assembly. Discussion with pupils indicates that they have appropriate opportunities to improve their learning and use these skills in end of term productions, although these were not observed during the inspection. Indications are that progress and learning for the pupils of all abilities including those with special educational needs, are satisfactory over both key stages. Nearly all the pupils enjoy their music making, are well behaved and listen well when necessary.
136. Overall, the teaching is satisfactory throughout the school. Teachers plan appropriately for the active involvement of pupils and give a suitable direction and guidance. Instrumental work is planned so that most pupils have opportunities to use different instruments. Praise and encouragement is used well generally. Activities involving listening and music making are generally appropriate, but some do not inspire pupils to reach the higher standards reported in the last inspection.
137. The subject co-ordination is carried out efficiently and effectively, and plans for further development are satisfactory. Public performances, including church services and links with other schools are included appropriately in yearly planning and this enhances the curriculum.

PHYSICAL EDUCATION

138. During the week of the inspection it was only possible to observe lessons involving games activities. Judgements are also based on discussion with pupils, the co-ordinator and a scrutiny of teachers' planning. Standards in physical education are in line with national expectations in both key stages. The last inspection judged the picture to be similar. There is no difference in standards between boys and girls. Pupils with special educational needs make good progress and reach standards in line with their abilities.
139. All pupils wear appropriate clothing for physical activity and the teachers insist that all earrings are taped or removed and jewellery is not worn in compliance with the school policy.
140. Pupils in Key Stage 1 enjoy the lessons; they try hard, collaborating with each other well, listening to instructions and responding to the teacher's directions. In a Year 1 lesson they understood the need to warm up at the start of the lesson and how physical exercise makes their heart beat faster. They can find space to work in and use equipment safely. Teaching is good and provides pupils with sufficient challenge to practise and improve their skills and knowledge. Lessons are well-planned using good subject knowledge to coach pupils. In a Year 1 lesson using rackets and sponge balls they responded well to the pace and used the time efficiently to practise striking the ball and improving their technique. The teacher was well supported by a learning support assistant who worked well with a group of pupils. Pupils are able to bowl a ball underarm to a partner who in turn can strike the ball with the racket with increasing accuracy. They also know how to take part in a simple game and understand the need for rules and to take turns.
141. The work in Key Stage 2 is of equal quality. The teaching is also good. Lessons are well planned and structured. The teachers plan enough time for the pupils to warm up. In a Year 6 lesson a group of pupils led the class in a dance routine which was enjoyed by all as well as preparing them for the lesson. The teachers plan the teaching of skills and techniques systematically. In Years 5 and 6, games lessons were well planned and organised. There was enough time given to practise the skill of striking a ball and improving pace and accuracy. Opportunities are given to pupils to evaluate their own and the performance of others in order for them to think of ways to improve their performance. They are able to keep a game going by co-operating with others. In all lessons pupils work hard and try to do their best. They work safely and use equipment with care. They have positive attitudes to physical education and enjoy their lessons.
142. The time allocation for physical education is appropriate. In each year group there are two lessons a week. The school offers the full range of activities in both key stages as laid down in the National Curriculum programme of study. Pupils are taught swimming in Year 3 and the majority can swim 25 metres. Year 6 pupils engage in outdoor and adventurous activities during the annual residential trip to the Isle of Wight. The local community college links with Year 6 classes to offer athletic coaching in the summer term. The curriculum is supported by extra-curricular activities including football, cricket, netball and summer sports. The school teams compete in local and county competitions with regular success.
143. The school has a hall of adequate size and large playing fields that provide good facilities for the teaching of physical education. The starts of two games lessons were delayed because the hall was being cleaned after lunchtime. This resulted in a

loss of time and needs to be addressed if efficient use of curriculum time is to continue.

144. The co-ordinator leads the subject well. There is a clear plan to improve the quality of teaching still further. There has been training delivered by LEA advisors in dance and games which has had an impact as evidenced by the good teaching seen overall. New equipment has been provided to replace that lost in a fire in the store. Schemes of work are being written to provide detailed guidance to support teachers' planning. The policy is being revised. However, as yet the co-ordinator has not monitored teaching through direct observation. The school has made satisfactory progress since the last inspection and has maintained the standards of pupils' attainment.