

INSPECTION REPORT

LONDON MEED PRIMARY SCHOOL

Burgess Hill

LEA area: East Sussex

Unique reference number: 125931

Head teacher: Mr D Hughes

Reporting inspector: Geoff Jones
11816

Dates of inspection: 5th – 8th March 2001

Inspection number: 197671

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Chanctonbury Road Burgess Hill West Sussex
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Day
Date of previous inspection:	22 nd – 26 th September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 415 pupils on roll aged between four and eleven years of age and is bigger than most other primary schools; it also has a unit within the school that caters for pupils with speech and language disorders. It serves a residential area made up of owner-occupied and local authority housing. The school is popular in the locality and many pupils come from outside the catchment area. There are three pupils from ethnic minority groups and the percentage of pupils whose main language is other than English is 1.7 per cent, which is slightly higher than in most schools. The attainment of the children on entry to the reception classes is slightly below average for four year olds. The percentage of pupils eligible for free school meals is 8.4 per cent, which is below the national average. The percentage of pupils identified as having special educational needs, including statements, is 14 per cent. This is below the national average but the proportion of pupils with statements of special educational need is well above the national average.

HOW GOOD THE SCHOOL IS

London Meed Primary is a school that provides a sound education for its pupils. The present standards of pupils at the end of Key Stage 1 are judged to be close to the national average in reading and writing but below average in mathematics. These attainments are an improvement compared with recent years and the school has accomplished this by introducing a number of successful measures. The quality of teaching in the school is good and ranges from outstanding to satisfactory with a very small number of unsatisfactory lessons. Pupils' attitudes to school and behaviour are very good. The leadership and management of the head teacher and key staff is sound. Information gained through assessment and evaluation procedures is not used sufficiently to identify specific areas that could improve the school's provision and subject co-ordinators do not annually seek to detect strengths and weaknesses in the subject they manage. The governors work hard on behalf of the school but have not yet made full use of information to support it fully. The school provides sound value for money.

What the school does well

- The quality teaching in all three key stages is good.
- Pupils' behaviour, attitudes and personal development are very good.
- Provision for the pupils' moral and social development is highly effective.
- The contribution of the community to pupils' learning is very effective.
- The impact of the parents' involvement on the work of the school is very good.
- Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good.
- Standards in science at the end of both key stages are above average.
- Attainments in music are good at the end of Key Stage 2.

What could be improved

- Provision in information and communication technology and science at the end of Key Stage 2, to comply with National Curriculum requirements.
- Standards in mathematics at the end of Key Stage 1.
- Use of assessment information to identify what needs to be improved in the school.
- The role of the co-ordinators to include identifying strengths and weaknesses in the subject they manage.

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. The overall quality of teaching has been maintained since the last inspection and the proportion of unsatisfactory lessons has decreased. Teachers' lesson plans have improved and now indicate clear aims for the lesson and include a very useful session to consolidate pupils' learning. The school's results in the annual tests for seven year olds have not improved since the time of the previous inspection. However, the most recent test results for eleven year olds show that the proportion of pupils achieving expected levels for their age has improved considerably. Pupils' behaviour in school remains very good but their personal development has improved from being good to become very good. The absence of oppressive behaviour in school, including bullying and racism, is excellent and results from the very good procedures in place to eliminate these. The curriculum for information and communication

technology (ICT) still does not include provision for pupils to develop skills in using control technology but their skills in using word processing, spread sheets and data handling have improved.

STANDARDS

The table shows the standards achieved by eleven year olds based on National Curriculum tests.

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

The school has improved the proportions of pupils achieving national expectations in the annual national tests for eleven year olds in English, mathematics and science. Compared with similar schools the standards are close to the average in English, and above average in mathematics and science. Seven year old pupils do not perform quite so well and their standards were below average for reading and writing and well below the national average for mathematics, showing that standards were not high enough. Judging by the present standards in the classrooms, results are set to improve in the coming national tests. Children in the Foundation Stage attain average standards for their age in the early learning goals at the end of the reception year in mathematics, language and literacy. The school is on course to meet the targets set by the local education authority for 2001. Attainment in ICT is satisfactory at the end of Key Stage 1 but below what is expected for eleven year olds because the school has not yet provided facilities to control events in a predetermined way or to sense physical data and record it using ICT systems. Pupils' knowledge and understanding of the locally agreed syllabus in religious education is satisfactory at the end of both Key Stage 1 and 2. Attainments for both seven and eleven year olds in art, history and geography are sound. Pupils' attainments in music and physical education are also sound at the end of Key Stage 1. Their attainments for these two subjects at the end of Key Stage 2 are above what is expected nationally. It was not possible to make a judgement at the end of either key stage in design and technology because the evidence was insufficient.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They enjoy coming to school, are interested in the activities planned for them and work hard.
Behaviour, in and out of classrooms	Pupils behave very well in the classroom, at play and at lunch times. They are very well mannered, and are polite to adults and to each other. They are patient whilst waiting in queues for lunch or going to assemblies.
Personal development and relationships	Their personal development is very good. Pupils behave responsibly, taking on many tasks both within the classroom and outside. For example, the older pupils look after the younger ones during wet playtimes and tidy away tables and chairs after lunch.
Attendance	Attendance levels are very good. Attendance rates are well above the national average and the rate of unauthorised absence was well below average. Pupils arrive at school punctually.

TEACHING AND LEARNING

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

Twenty per cent of the lessons seen were very good or better and 42 per cent were good with four per cent being excellent. Only one per cent of the lessons seen during the inspection were less than satisfactory. Teachers have good subject knowledge in the main areas of the curriculum and this contributes greatly towards the pupils' good learning. The teaching of literacy and numeracy is good overall. The teaching of children in the Foundation Stage is good but, in spite of being led by clear learning objectives, planning of lessons does not provide sufficient opportunities for pupils to gain enough skills, knowledge and understanding because the activities remain the same throughout the week. Teaching is good in the speech and language unit. The teaching in Key Stage 1 now uses good strategies to improve pupils' reading and writing skills and the extra support for pupils not reaching their potential in mathematics has been beneficial. The good teaching in the rest of the school, particularly of basic skills in reading and writing, contributes significantly to pupils' good progress and to the good attitudes they have to their work. Teachers set specific goals for pupils and their progress results from careful planning of lessons so that the needs of pupils with differing levels of attainment are met in literacy and numeracy lessons. The weaknesses in teaching were concerned with not ensuring all pupils' needs are met. Almost all pupils work hard, are interested in their lessons and concentrate well. Pupils with special educational needs make sound progress because they are usually supported in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The foundation curriculum for children in the reception and nursery classes is well organised and provides a balanced programme of activities. The curriculum for Key Stage 1 pupils is sound and provides a satisfactory range of activities for pupils. The Key Stage 2 curriculum does not provide the full range of activities for pupils to acquire all the complete range of skills in ICT.
Provision for pupils with special educational needs	The curricular organisation in the speech and language unit is good, and the good support from teachers and support assistants ensures they learn well. Pupils with special educational needs in the mainstream part of the school have their needs met but the targets on their individual education plans are not sufficiently specific for their success to be judged effectively enough.
Provision for pupils with English as an additional language	The integration of the few pupils with English as an additional language is very good. Although there has been no extra provision, class teachers have created good opportunities for the pupils to learn and they are making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision is good overall. There is very good provision for personal, social, health and sex education through clear schemes. Pupils' moral and social development is very good and the school's provision provides much benefit for the pupils. Spiritual development is good and provision for pupils' cultural development is satisfactory. There is no provision to enable pupils to understand the ways of life of different ethnic groups.
How well the school cares for its pupils	Procedures for child protection are satisfactory. Monitoring and promoting positive behaviour are very effective. Academic and non-academic successes are rewarded and there are sanctions for pupils who transgress. Procedures for assessing and promoting pupils' attainment and progress are satisfactory.

The school has good links with its parents. There are regular and informative newsletters and helpful meetings on curriculum matters. There are no details supplied on what is going to be taught so that parents can help at home and the annual written reports do not provide parents with sufficient information on their

child's weaknesses as well as strengths, and the computer generated comments make them impersonal. Homework books are often not used in some classes and a number of parents recognise this as an inconsistent approach within the school. Parents support the London Meed Association well and a number of parents are attending a course run to help them support their children at home. The school is not meeting the requirements for the ICT curriculum for Key Stage 2 pupils. There are no facilities for pupils to use sensors or to control the movements of motorised objects. Assessment information is not used sufficiently to identify specific areas in teaching and learning that need improving.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership of the head teacher and other key staff is sound. The roles of the key stage and subject co-ordinators need to be developed to include monitoring and evaluating the provision of the subject and key stage to identify aspects that need improving.
How well the governors fulfil their responsibilities	Governors work hard on behalf of the school. They meet regularly to make appropriate decisions but are not given enough information on the strengths and weaknesses of the school to enable them to be fully informed and to fulfil their responsibilities. Whilst they are aware of any health and safety issues concerned with the school they have not yet carried out a full risk assessment of the school premises.
The school's evaluation of its performance	A number of analyses have been carried out but the school does not use the results to identify precisely what action needs to be carried out in order to improve. The school improvement plan does not have any criteria to judge the success of its initiatives.
The strategic use of resources	Teachers are deployed satisfactorily. The bursar and school secretary work very efficiently and provide a very good service for the school. Support assistants work very closely with teachers to enable pupils to make good progress. The budget is used wisely to provide impetus for continuing improvement and learning resources are used well to further pupils' understanding.

The staffing of the school is sufficient in number and expertise to cover collectively the National Curriculum and religious education. The accommodation of the school is good and is used well. The school's learning resources are sufficient in quantity and quality and are used effectively to enhance pupils' knowledge, skills and understanding. The school applies the principles of best value very well; it ensures that, whenever appropriate, decisions on purchases are made with best value in mind but it does not consult sufficiently with parents about their views on how the school could improve, although it does consult them on specific issues.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • Behaviour in school is good. • The quality of teaching is good. • The school expects children to do their best and work hard. • Children make good progress in school. 	<ul style="list-style-type: none"> • Children do not get the right amount of homework to do. • Information about how children are getting on. • The range of activities provided outside of lessons. • The way the school works with parents.

The inspection team agrees with all the positive views of parents. It disagrees with two of the main negative points arising from an analysis of the parents' questionnaire. The school provides a good range of extra-curricular activities. These include football, netball, tennis and cross-country running as well as a good range of musical activities and, for Year 5 and 6 pupils, the chance to go on two residential visits to the Isle of Wight and Kingswood. Annual written reports on pupils do not give appropriate information to parents and do not provide targets for each pupil to work towards. The inspection team considers that arrangements for

homework could be improved. Arrangements for homework are inconsistent across the school. The team partially agrees with parents about the links the school has with parents. On the one hand there are regular newsletters and curriculum evenings but conversely insufficient details on what pupils will be learning are provided.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school admits children to the reception classes from the age of four. When admitted to the school their attainments are below average overall in language and literacy as well as in their mathematical understanding. This is compounded by the fact that very few have attended a nursery school prior to being admitted to school. As a result of good teaching children achieve well, and at the end of the reception year they are on course to attain the early learning goals in all areas of learning, apart from personal and social development where attainment is above average. These findings show a drop in children's attainment since the previous inspection, when attainment was above average in all areas of learning. This is due mainly to the methodology of curricular planning, which restricts the scope and challenge of children's learning. There are no important follow-up activities to whole-class teaching sessions so that pupils can practise and consolidate their learning; planned tasks are the same every day of the week and a number of the children become bored. By the time children are ready to move on to Year 1 their speaking and listening skills are good but their reading and writing are average. Similarly at the end of the reception year their attainments in mathematics are average, with many counting objects to ten. Children have developed a secure awareness and knowledge of the world through opportunities for them to observe nature and by visiting a local farm and supermarket. They are encouraged to use the class computers successfully and also take part in discussions about different materials and their properties. Their physical and creative development is nurtured well through the use of large apparatus for climbing and balancing, and through activities involving art, music and imaginative play.
2. In the most recent national tests for seven year olds in 2000, pupils' standards in reading and writing were below the national average and in mathematics they were well below the average. In comparison with similar schools the school's results for seven year olds were all below the average. Teachers' assessments of pupils' levels of attainment in science show that they are well above average overall. The trend for the school's Key Stage 1 test results has been similar for the previous three years and results have been below average in reading and writing and well below average for mathematics throughout this period.
3. Following assistance from the local education authority the school has made successful attempts to reverse the above trend. It has introduced a number of measures to improve pupils' attainments. Starting from September of last year it introduced a systematic programme to develop pupils' knowledge of letter sounds and develop their writing. An extra teaching assistant, to support a booster group of pupils who are achieving below what is expected for seven year olds, has been employed. A programme to improve assessment of pupils' achievements in writing has also been started as well as extra teaching sessions for pupils potentially capable of attaining higher levels. The school also has taken steps to familiarise pupils with the style of national test papers. These measures have begun to have an impact and pupils' standards in reading and writing are now average. There is now a greater number of pupils who are attaining higher levels in writing. However, in mathematics the overall standard has not yet reached an average level and it will take more time before the action the school has taken brings the level of attainment to a level that meets national expectations. Standards have not yet risen sufficiently because the previous results have been worse than those in reading and writing for the past four years and it will take longer for the results to improve. In addition, the pupils who attend the special unit in the school have speech and language disorders and by virtue of this do not attain the standards expected for their age. Many of these are in Key Stage 1 and most have returned to their local schools by the time they reach the end of Key Stage 2. Another reason lies in the proportion of pupils who have only just managed to reach the level expected for seven year olds. This is very high compared to other schools and there are many pupils on the borderline. The improvement in

standards has been due to good teaching and hard work by teachers and classroom assistants.

4. In the 2000 national tests for eleven-year-olds, the school's results in English were close to the national average and above average in mathematics. The science results were well above the national average. Compared with schools with a similar proportion of pupils entitled to free school meals, these results are above average for mathematics and science and average for English. The results in all three subjects have been above the comparative levels of its pupils at the end of Key Stage 1 for the past three years and emanate from good teaching.
5. The few pupils who are learning to speak English as an additional language make good progress in their learning. The younger ones with little English on entry to school, as recently as the beginning of this school year, are now able to take part in classroom activities unaided. Teachers have created good opportunities for the pupils to learn and they are making good progress
6. Pupils with special educational needs make sound progress in their learning. Teachers and classroom assistants satisfactorily support them in classrooms but the targets in their individual education plans are not sufficiently specific to provide precise objectives that are measurable. The success pupils have had in achieving the targets is then difficult to judge with certainty. When pupils are withdrawn from the classroom for support they make good progress due to good direct teaching. Pupils who are gifted and talented are supported well, particularly when they are gifted at music. They are encouraged, extended and provided with opportunities to practise their skills in a variety of contexts, and perform in public frequently.
7. Pupils' attainments in speaking and listening are average for seven and eleven-year-olds in relation to what is expected for these age groups. Pupils in Year 2 listen respectfully to others' views and express their ideas fluently. Year 6 pupils speak confidently in a range of situations involving discussions. Seven-year-old pupils read with understanding and recognise unfamiliar words using their knowledge of letter sounds and well-practised methods of using the other words in the sentence to establish clues. Eleven-year-old pupils read fluently and can make reference to the text when explaining their ideas about what they have read. Writing at the end of Key Stage 1 is sound and pupils write stories and factual accounts in English lessons and recount events and explain what they have done in subjects such as history or science. This has a good impact on their progress. Many pupils, however, are not using punctuation consistently in their writing and too little attention is given to this in teachers' marking of work in Key Stage 1; this slows pupils' progress. Year 6 pupils plan and draft some of their writing effectively. This enables them to improve their own work and produce pieces of writing that have been carefully considered and corrected independently. They have a good understanding of the structure and grammar of a sentence, enabling them to write correctly and accurately.
8. By the age of seven pupils recall addition and subtraction facts in mathematics lessons confidently and accurately. They recognise odd and even numbers, count readily in fives and tens and name a good range of two- and three-dimensional shapes correctly. However, there is insufficient work on solving problems for pupils to develop a secure understanding of how to use their mathematical knowledge. Eleven-year-old pupils work confidently in mathematics and can compute accurately using long multiplication and long division to solve problems. They work confidently using decimals and percentages and understand how to calculate perimeters of shapes as well as recognising the equality of alternate angles in work involving geometry.
9. Standards in science are above the national average for seven and eleven year olds. Work in Key Stage 1 focuses appropriately on experimental and investigative work. This enables pupils to understand scientific ideas more clearly because they have experienced and discussed the reasons why things have happened during simple experiments they have

carried out. Eleven-year-old pupils have built well on the knowledge and understanding developed earlier in the school. They carry out very useful experiments in year groups other than in Year 6 to gain understanding and to develop knowledge of how to make sure a scientific experiment covers all of the necessary conditions to make it a fair test. Year 6 classes have concentrated unwisely on a full programme of revision for the forthcoming national tests and have, as a consequence, neglected pupils' development in experimental and scientific investigation and pupils' progress has slowed in this area of the curriculum.

10. Levels of attainment in ICT for seven-year-olds meet what is required for their age. They use word-processing packages to improve their writing, using competent keyboard skills for their age. They use computers to collate and present data in the form of graphs. The attainments of eleven-year-olds have improved since the last inspection but they are still not yet satisfactory because they continue not to have access to facilities to monitor external events with ICT equipment and software.
11. Pupils' knowledge and understanding of the locally agreed religious education syllabus are satisfactory for seven and eleven year olds. This shows an improvement since the previous inspection when standards were considered to be unsatisfactory. Seven year olds understand the significance of festivals in Christianity and Hinduism and have a sound knowledge of stories in the Old and New Testaments in the Bible. Eleven year olds have a satisfactory knowledge of the Bible through weekly readings and discussions during Year 5 and 6 assemblies. Their knowledge of Judaism and Islam is also sound and their understanding of symbolic actions such as Muslims' ritual washing before praying is also sound.
12. Attainments for both seven and eleven year olds in art, history and geography are sound. Pupils' attainments in music and physical education are also sound at the end of Key Stage 1. Their attainments for these two subjects at the end of Key Stage 2 are above what is expected nationally. It was not possible to make a judgement at the end of either key stage in design and technology because the evidence was insufficient.

Pupils' attitudes, values and personal development

13. Pupils' attitudes, behaviour, personal development and relationships with each other and adults are strengths of the school and make a very good contribution towards promoting their attainment and progress. This supports the findings at the time of the previous inspection but with the pupils' personal development having improved since then. It also reflects the widespread views of parents who state that their children like school and that the school helps them to become mature and responsible. The attendance and punctuality of the pupils are also very good.
14. Throughout the school the pupils' attitudes towards learning are very good. This includes those pupils with special educational needs and also those pupils for whom English is an additional language. Year 6 pupils are mature learners and showed their desire to do well when revising pie charts and graphs during a numeracy lesson. The youngest concentrate on their work and are attentive to the teacher as seen when reception class pupils were pushing and pulling themselves on the apparatus during a physical education lesson. Year 1 pupils continued to work hard even when they had difficulties placing numbers into the correct position on a number square. In a literacy lesson Year 3 pupils showed great enjoyment when identifying and using adverbs. Pupils settle quickly to group work in lessons and maintain their interest even when not being directly supported by adults in the classroom.
15. Pupils behave very well in the classroom, at play and at lunch times. They are very well mannered, and are polite to adults and to each other, holding doors open for each other and saying "Thank you" if you hold the door for them. They are courteous and welcoming to visitors. They move around the school in an orderly way even when unsupervised. They wait patiently for their turn when lining up to leave their classroom or when queuing for lunch. They show respect for property, for example, taking great care collecting and putting away

instruments during music lessons. Any misbehaviour is very minor with occasional inappropriate chatting in lessons but they usually quickly respond to the teacher's request to pay attention. No bullying or name-calling was seen during the inspection but the school has appropriate procedures to deal with any aggressive behaviour if it were to occur. The school has not excluded any pupils in recent years.

16. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. Pupils in the reception class do not interfere with each other when sitting close together on the carpet and follow the rules of circle time. During a Year 5 numeracy lesson, pupils initially worked independently with concentration and were then very willing to share ideas and equipment when identifying parallel and perpendicular lines in polygons. Year 3 pupils worked well in twos and threes, practising their throwing and catching skills during a physical education lesson. During circle time, Year 2 pupils listened respectfully to the contributions of classmates when waiting their turn to praise fellow pupils who shown care for others. Boys and girls and pupils from different cultural backgrounds work together very well when doing group work in the classroom and when playing at break and lunch times. Pupils in the Special Support Unit and the main school mix together very well both in lessons and at break times.
17. The pupils' personal development is also very good. Year 2 pupils showed sympathy to each other during a physical education lesson, realising that some pupils were having difficulty rolling the ball to others but not ridiculing their efforts. During assembly the whole school applauded spontaneously when the orchestra had finished playing. Pupils are showing they can work independently. They use their initiative when going to the library or when using the Internet to research information for history or religious education lessons. They behave responsibly, taking on many tasks both within the classroom and outside. For example, the older pupils look after the younger ones during wet playtimes and tidy away tables and chairs after lunch. They also benefit from collecting for charities during the year and meeting people in the community such as when they take part in musical events in the town or play sports matches against other schools.
18. Attendance is very good and has continued at a high level since the last inspection. Over the past year it was nearly 96 per cent and makes a significant contribution to the standards achieved by the pupils. Registers are completed properly. Absences are usually due to the inevitable childhood illnesses, though a number of parents insist on taking their children on holiday in term time. Unauthorised absence is recorded as zero. This is incorrect, as it does not reflect the absences due to holidays of more than ten days or those taken on more than one occasion in the year. Pupils are very keen to come to school and punctuality is also very good. The excellent arrangements for the early opening of the school mean that nearly all pupils are settled in the classroom when the school day starts.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching and learning is good overall. The teaching observed was satisfactory in 37 per cent of lessons, good in 42 per cent, very good in 16 per cent and excellent in four per cent. One per cent of lessons was judged to be less than satisfactory. Good and very good teaching was seen in all three stages of the school. Excellent teaching occurred in Key Stage 2, as did the very small proportion of unsatisfactory teaching. These findings show that the good quality of teaching at Key Stages 1 and 2 has been maintained since the previous inspection, while at the Foundation Stage, it has fallen from having been very good to good.
20. The National Literacy and Numeracy Strategies have been implemented satisfactorily and the well-planned structure of English and mathematics lessons is having a positive impact on standards. Teachers have good technical competency in teaching literacy and numeracy at both Key Stages 1 and 2. Across the other subjects of the curriculum, the quality of teaching is fairly consistent. Insufficient lessons were seen on which to make judgements about the quality of teaching in geography, art and design, ICT and design and technology in Key Stage

1. The quality of ICT in Key Stage 2 is sound. In all other subjects, teaching is good and is reflected in the good achievements that pupils enjoy across the curriculum.
21. The quality of teaching of pupils with special educational needs is good. At the end of Key Stage 2 pupils receive particularly effective support in mathematics and English, when work is matched specifically to their learning needs and stages of development. In the wider picture, learning support assistants and additional teachers support pupils sensitively and effectively. Learning resources are used constructively. Detracting from this otherwise positive picture is a lack of precision in the learning targets set out in pupils' individual learning plans. Targets are too broad to guide teaching and learning explicitly enough to ensure that essential and important steps of pupils' development take place.
22. Teaching by the staff in the speech and language unit is satisfactory. The quality of teamwork between teachers, teaching assistants and speech therapists is also good and contributes very much to the pupils' good progress, particularly in their speech and language development. Teachers have good knowledge and understanding of speech and language disorders and use the advice of speech therapists effectively.
23. Class teachers have created good opportunities for pupils with English as an additional language to learn and to make good progress. One pupil with English as an additional language in Year 2 is already approaching the average level of attainment in English for her age. Even the younger ones with little English on entry to school, as recently as the beginning of this school year, are now able to take part in classroom activities unaided.
24. These good standards of teaching have a positive impact on pupils' learning, which is mainly good throughout the school. A significant strength in teaching is the highly skilled means by which teachers manage pupils. Teachers have high expectations of pupils' behaviour: they expect pupils to behave well. This is encouraged and nurtured through the trusting relationships which teachers forge with pupils. The outcomes are very good. Pupils display very good attitudes and behaviour. They are attentive and respond well to the challenges presented by teachers. They work with good application, either individually or in different sized groups, when they relate agreeably and profitably to each other. An orderly, busy and productive learning environment ensues.
25. Since the previous inspection, teachers' planning has improved at Key Stages 1 and 2. Teachers plan curricular areas thoroughly and in a structured fashion using guidance from national documents. Lessons are now driven and guided by clear learning objectives, which are mainly shared with pupils so that they are involved immediately: they know what they will be learning about. In the main, learning objectives are revisited at the end of lessons to consolidate what has been learned. In many lessons different levels of activities and tasks are provided to meet the range of abilities within the class. Classroom support personnel are used wisely to assist pupils and a range of resources is provided so that they realise the learning goals. A very good example of this was seen in Year 5 geography lessons, when pupils of both classes used a wide range of support materials and equipment to suit their different abilities and so made at least good progress in their understanding of water and its uses. They addressed the task at different levels, were given different questions and work sheets, used computers and calculators at their own level and were supported well by the class teachers. However, there is still insufficient use made of information from tests and reviews of pupils' work to meet needs of a more individual nature in planning.
26. At the reception stage, great effort is exerted in planning to provide children with a broad and balanced curriculum in accordance with the early learning goals. As in the rest of the school, clear learning objectives are identified for all activities, which is good practice. This results in children achieving well and attaining average standards in all early learning goals with the exception of personal and social development where their attainment is above average. However, the quality of teaching could be even better if the activities and tasks set out on Monday morning varied during the week to make children more stimulated to learn. This

factor limits children's progress and attainment, as they are not taken beyond the usefulness and potential of the set activities. Additionally, direct teaching is not always consolidated through associated, pertinent follow-up activities, set at different levels for different ability groups, but instead children may choose from those set out. Therefore, opportunities are missed to challenge, extend and consolidate the learning focus, so as to maximise teaching and learning. This aspect of teaching is the main reason for the fall in the quality of teaching from having been very good to being good.

27. In the wider school, examples of missed opportunities detract from teaching effectiveness in satisfactory lessons. These embrace the use of marking and resources and level of expectations. Marking is not always used to as good effect as it might be but the use of target setting in literacy tasks has been beneficial in improving pupils' writing. When this is the case, teachers' comments are not specific enough to enable pupils to know how to improve their work. With regard to resources, in mathematics and science, displays and accompanying technical vocabulary are not put to full use in promoting enquiry and reinforcing learning. At times apt resources are omitted, such as a number line in the reception class to show children the exact and constant position of a number. As well as that, resources for use by groups of pupils in the hall are not always thought out carefully enough to support physical education lessons smoothly.
28. There are examples in Key Stage 1 when expectations of pupils' abilities are not high enough. For example, missed opportunities occurred during a literacy session with higher attaining pupils, when the class teacher did not grasp the chance to promote the use of joining words and correct tense from both negative and positive examples arising in pupils' writing during the lesson and in the plenary session. This would have been so very powerful in raising pupils' awareness in a very focused manner. Unsatisfactory teaching in Key Stage 2 was due to insufficient attention to ensuring that the needs of all pupils in the class were met, resulting in minimal progress being made by pupils with special educational needs and higher attaining pupils not being sufficiently extended.
29. The use of homework to support and further learning throughout the school is inconsistent. There are very good examples when homework promotes learning very effectively such as in geography at Key Stage 2, and less helpful examples when the expectations of homework in mathematics are either too demanding or not demanding enough to nurture learning productively. This situation comes about because the application of the school's homework policy has been inconsistent amongst teachers.
30. A strongly effective feature of teaching is the encouragement teachers give to pupils to use knowledge and skills gained in one subject to bring meaning to another: the use of skills across the curriculum. There are some good examples. For instance, pupils put writing skills to good use in religious education, history and geography, they use mathematical skills well in geography, and they listen carefully and think deeply about their emotions or views in music and personal and health education. They use word- processing skills profitably to present their work in several subjects such as history and geography.

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

31. Pupils enter school in the reception classes where they experience all the early learning goals for the Foundation Stage. The school day is planned effectively to give a good balance to these activities, but the outcomes are only satisfactory because teachers do not always challenge all pupils sufficiently.
32. The school has developed a very good set of curriculum plans for pupils in both key stages. It is broad, well balanced and contains all the subjects of the National Curriculum and religious education. However, it is not fully successful in practice. Pupils do not experience the full statutory curriculum in ICT in Key Stage 2 nor do they have sufficient opportunities for scientific enquiry in Year 6. For these reasons the curriculum is unsatisfactory overall. The

amount of curriculum time for Key Stage 2 is below the recommended figure and the loss of time immediately following the afternoon break reduces it further. As a result the quality of some lessons is reduced and the time allocated to improving pupils' knowledge, skills and understanding is reduced.

33. The strategies for teaching literacy and numeracy skills are satisfactory but have improved recently with the introduction of a series of measures to improve pupils' learning in Key Stage 1. All classes have a well-planned daily literacy and numeracy hour. Good use is made of additional literacy support for younger pupils, booster classes for Year 6 and a government-sponsored scheme for mathematics for Year 5. Work is planned in each class lesson for three different ability groups so that the work is usually matched to each pupil's ability. However, all pupils are fully challenged when they are grouped by ability weekly, in Year 2 and Year 6, for mathematics, but particularly the highest attaining pupils. Pupils begin to revise for the national tests very early in Year 6 and consequently there is too much use of photocopied worksheets to 'teach the test' rather than to continue to teach English or mathematics. This loses valuable time that could have been spent in improving pupils' literacy and numeracy skills.
34. Pupils with special educational needs work successfully in all classrooms. All pupils have very good caring support from their learning assistants. There are very good professional relationships with a comprehensive range of health and education services to meet the differing needs of pupils. Pupils with physical impairment have easy access to the main school building and the attractive outside areas. However, targets for development in the individual education plans are sometimes not specific enough, nor are these targets included in teachers' weekly planning.
35. The extra-curricular provision is good overall, and very good for music. Music includes the school band, beginners and advanced recorders, and peripatetic music lessons in a variety of instruments, and the school choir performs with the Sussex Symphonia. Football, netball, tennis and cross-country clubs meet at different times of the year. There is a good range of visits and visitors to enrich the pupils' experiences. Pupils not only enjoy going to local places of interest, but they also visit further afield, such as the successful residential week for Year 5 and 6 pupils on the Isle of Wight.
36. There are very good links with the local community in support of pupils' learning. The nurse, parish priests and the police are part of a close and regular involvement. Good business links have resulted in sponsorships and support for the Millennium Garden Project and the covered way for younger pupils. Local organisations often use the school, producing a regular income for school funds. A good combination of fund raising by the governors, together with sponsorship from local businesses, has provided an excellent new community room. These very good links continue with partner institutions. Families from local playgroups visit before pupils enrol for the Foundation Stage. Links with the secondary school, which shares the same site, are strong, as are those with the schools who contribute to the speech and language unit. The school is an active partner in the cluster of nearby schools, which shares ideas, and meets in festivals for music and sport. The head teacher has a very strong commitment to this wider community involvement and this has a very positive impact on pupils' learning.
37. The very good provision for personal, social and health education is based on the four strands of Caring and Sharing, Friendship and Beyond, Keeping Safe, and Citizenship. Drugs education is part of Keeping Safe and sex education is clearly set out and followed. These four strands for each year are taught well through drama, or discussions in class groups, but all adults maintain a strong emphasis on responsibility and respect for others at all times during the school day. This approach is very successful in achieving very good relationships throughout the school, so that by the time the pupils reach Year 6 they are mature, increasingly independent and quietly self confident. Health education is to be drawn together in an exciting 'Healthy Schools' Week', which is already in an advanced stage of preparation.

It will include local nurses, sportsmen, police, theatre groups, supermarkets and scientific or design and technology projects from each class. An intriguing feature is the proposed visit of 'Captain Cholesterol and the Grannies from Mars'.

38. There is a clear link between the very good personal and social programme and the moral provision. The code of conduct is displayed in every classroom and around the school. For example, it includes 'Do be honest, don't cover up the truth', or 'Do be kind, don't hurt other peoples' feelings', so that pupils are reminded throughout the day of important moral principles linked to everyday behaviour. Teachers promote a moral code through stories, rewards at achievement assemblies, by house points and through praise and encouragement for moral actions. They themselves are very good examples to the pupils at all times during the school day.
39. The overall provision for pupils' spiritual, moral, social and cultural development is good. Pupils have some good opportunities for spiritual development and thus begin to arrive at an understanding of themselves and life. Some of it comes from the values the school upholds through the very good moral and personal developments the school achieves. Some comes through the music, the acts of collective worship, and through work in art and literacy. Two good examples of this are the paintings of 'A Sense of Place' when the pupils reflect and then paint their own 'imagined place'. These are sensitively and thoughtfully created. The other example is the exploration of emotion in poetry writing. 'Anger is lava red' or 'Fear is misty grey' or 'Sin is rusty, it smells like rotten wood'. But perhaps the best is 'Creativity is an infinite stretch of blue, choc a bloc with ideas. Creativity lives in the mind'. The acts of collective worship meet statutory requirements and provide valuable experiences for pupils. However, they are not always sufficiently well planned to fully explore values and beliefs, nor are they linked effectively to other planning in personal, moral or social development or religious education.
40. Pupils are taught to appreciate the cultural traditions of the local area well. They learn about different ways of life through the curriculum, but in particular through a well planned series of visits and visitors. For example, pupils experience a Victorian Day, attend the theatre, and visit a Baptist Church, the Imperial War Museum, the Transport Museum and Hampton Court. Visitors have included representatives from Skylab, theatre groups and veterans from World War 2. There are a small number of wider cultural links through books, toys, a visit to a synagogue and the celebration of Diwali. However, there are insufficient opportunities for all pupils to learn about wider ethnic and cultural experiences in a systematic and planned manner.
41. Progress since the last report on the curriculum is satisfactory overall, but there has been good progress in the provision for spiritual, moral, personal and social development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. At the time of the previous inspection it was found that the staff showed appropriate concern for the needs of the pupils and provided good role models to encourage their development. This is still the case. Parents are pleased with the level of care in the school, seeing it as a supportive community where members of staff are approachable if there are any problems. The procedures for providing educational and personal support and guidance are good. The monitoring of academic performance and personal development is satisfactory.
43. Overall, the school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The head teacher is the designated officer for child protection and the school follows local procedures. Both teaching and support staff have received guidance on how to deal with any situations that may arise and they know who to report to in the school if necessary. The provision for first aid is very good with several trained staff, records kept of any treatment and letters home to parents as appropriate. Members of staff also have a good understanding of any medical conditions of pupils. The premises officer makes an effective

formal tour of the school each term and reports to the governors' premises committee on the state of the premises. This report also includes a reference to any health and safety problems that he identifies. Outside contractors are used to check regularly equipment such as the fire extinguishers and electrical items. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology. The head teacher regularly reminds parents of the need to take care parking their cars at the beginning and end of the day and has recently had to ask the premises officer to be present in the car park to prevent problems. The school carries out risk assessments for such activities as outside visits. Nevertheless it has not carried out a risk assessment for the school as a whole as is required under health and safety legislation. The school, however, carries out very appropriate off-site risk assessments for prospective school visits.

44. Whole-school systems for measuring pupils' attainment in English and mathematics are in place. They include careful analyses of Key Stages 1 and 2 statutory tests, as well as optional National Curriculum tests taken by pupils in Years 3, 4 and 5. Additionally, levels are assigned to pupils' creative writing each term, using the criteria of the National Curriculum. These are good processes and information gained from them is used to set targets for each pupil and for improving the work in each key stage. However, targets for pupils are not precise enough to enable them to know exactly what they need to do to improve. Moreover, once set, the targets are not transferred consistently to pupils' notebooks, so that pupils and support staff have the necessary information to focus and direct learning. In like manner, there is a lack of precision in the learning targets set out in individual learning plans for pupils with special educational needs. Targets are too broad to guide teaching and learning explicitly enough to ensure that essential and important steps of pupils' development take place.
45. Similarly, targets set for whole-school or key stage improvement are too broad. Because of their breadth, it is difficult for teachers to translate them into planning to ensure that they match pupils' needs accurately. Therefore, the dedicated work by the assessment co-ordinator in analysing tests and the good practice of teachers in assigning levels to pupils' writing are somewhat negated, since the resulting targets do not determine precisely enough how exactly to improve and raise standards.
46. For the purpose of tracking pupils' attainment and progress, in English and mathematics, the co-ordinator is currently introducing the computer program Assessment Manager. The system is in place for English and about to be set up for mathematics. Already benefits are emerging. Teachers are able to draw information readily, about the performance of individual pupils or year groups, when necessary. When completely implemented, its use should reduce teachers' recording workload and provide a very clear record of useful information. In other subjects, such as religious education, history and music, pupils' work is evaluated and recorded at the end of each unit of study. As yet, this is not the case in all subjects. For example, there are no agreed school arrangements for gauging and recording how well pupils are doing in geography. In the reception classes, careful assessments are carried out soon after children begin school and again at the end of the year. Results are recorded to give a clear picture of their attainment and progress.
47. Procedures for monitoring and supporting pupils' personal development are very good and result in very good outcomes. The school has a good behaviour policy from which stems the support 'Slip System'. On each occasion of misbehaviour the pupil receives a slip. On having two slips the deputy head teacher becomes involved. Should the pupil receive three slips the head teacher and parents are involved appropriately. Pupils strive earnestly to avoid such measures. A very highly organised and effectively adhered to achievement system operates. It takes account of both academic and non-academic successes. For example as well as receiving recognition for academic gain, pupils are awarded for effort, kindness and helpfulness. Such achievements are celebrated at parents' assemblies on Fridays when successful pupils receive a yellow badge. Account is also taken of such achievements in the house point system, also celebrated on Fridays when the winning house is presented with the prized shield. Citizenship is promoted increasingly as pupils move through the school, until

Year 6 when they have a considerable number of duties, which they carry out responsibly on a rota basis.

48. The procedures for promoting discipline and good behaviour are very good. The behaviour policy includes a simple, yet effective, code of conduct. This is displayed in all the classrooms and copies sent home to parents with the newsletters and home-school agreement. The school encourages good behaviour in many ways. Assemblies are linked to the programme of activities in personal, social and health education. Circle time emphasises the theme of caring and during the inspection the pupils showed they knew not only how to behave but understood the benefits for the class as a whole. Good behaviour and attitudes are rewarded with house points and achievement awards, both of which are recognised in the Friday assembly. Several pupils were seen to look through the achievement book on display near the entrance showing they are justly proud of what they have done during the year. However the pupils do not behave well because of the rewards, they do so because they have learnt it is the right way to live. If any misbehaviour does occur the staff follow clear procedures and the school involves parents if necessary. Though the parents could not recall any instances of bullying or racism, the school takes appropriate action if any occurs. The pupils who show any sustained difficulty with behaviour are monitored well through the school's special needs system.
49. Overall, the procedures for monitoring and promoting attendance and punctuality are good. The keenness of the pupils to come to school and the very good relationships with parents result in little absence. Any unexplained absence results in the secretary telephoning home during the morning of the first day with the police involved if no contact is made. Parents have to complete a form if they wish to take a holiday in term time. However the school does not follow government guidelines and incorrectly authorises absences for social occasions or for holidays of more than ten days. This results in parents not fully appreciating the need to avoid taking their children out of school in term time. The excellent arrangements to allow pupils into the classroom ten minutes before the start of the day and the prompt registration means that no time is lost for the first lesson. Members of staff complete the registers properly and they are monitored regularly by the local education welfare officer.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are pleased with all that the school does. Their reactions are similar to the comments made at the time of the previous inspection and the good quality links have been maintained. Some parents were concerned about the range of activities outside lessons and the inspection team recognised that the provision for activities before and after school is extensive but does not include many opportunities outside music and sport or for younger pupils. Some doubts were expressed about the amount of homework and the inspectors concluded that homework is set inconsistently. A few parents also felt they were not well informed about the progress of their children. The inspectors decided that the school provides appropriate opportunities for parents to meet the teachers though the reports at the end of year are inadequate.
51. The school has established good links with the parents and these contacts are generally effective. The head teacher sends newsletters home two or three times a term outlining the various activities that the pupils are involved in and providing general administrative information. The letters include many good ideas on ways that parents can help their children to practise their literacy and number skills. They also encourage parents to come to meet the teachers if they have any concerns. The school invites new parents to discussion meetings before their children start as well as curriculum and more general meetings. The curriculum meetings, for all parents, have covered literacy, numeracy, reading and computers. No information is sent home about what the pupils will be learning in the classroom and this limits opportunities for parents to support their children's learning at home.

52. The contact books used in the Special Support Unit are excellent, with extensive and frequent dialogue between staff and parents. However the homework book in the main school is rarely used for communication with parents. Almost all parents come to the formal meetings with teachers in the autumn and spring terms to find out what their children will be doing and to discuss their progress.
53. The annual written reports on pupils are unsatisfactory, partly because of the poor use of a computerised database of stock phrases. It provides some information on the skills and understanding acquired in English and mathematics but is poor in the other subjects referring mainly to work covered or attitudes. The reports make no reference to the pupils' weaknesses, and the targets for improvement are usually not specific. Parents of pupils with special educational needs are not always invited to the necessary setting and review of their individual education plans.
54. Parents' involvement with the school makes a very good contribution to its work and to the attainment of the pupils. Thirty or so parents and other family members help regularly in the classroom with, for example, art, cookery and hearing readers, and many more parents are willing to come on visits out. Fifteen parents are currently attending a 'skills for parents' course to help them support their children. The school receives a very good response to questionnaires it sends out. The family helps with homework activities. This was highlighted with the records kept over several days on how the family used water as part of the research for geography lessons in Year 5. The London Meed Association for parents and staff is very supportive arranging both fund- raising and social events, including ones involving the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The head teacher and key members of staff provide sound leadership. He is very efficient and the day-to-day administration of the school is run in an exemplary fashion. The head teacher has developed a strong team ethos in the school where all members of staff are positive about their contribution. However, it has been only very recently that the school has taken any successful steps to improve standards at the end of Key Stage 1 which have been comparatively below those of Key Stage 2 for a number of years. Since the previous inspection assessment procedures have been improved and teachers now plan work in English and mathematics that meets the needs of the pupils more consistently. This, together with a number of measures introduced to Key Stage 1 practices, has been instrumental in improving standards, particularly in English and mathematics. The staff of the school has, up to a year ago, taken the view that the unsatisfactory results in Key Stage 1 resulted from the inclusion of scores attained by pupils in the speech and language unit. They felt that the learning difficulties experienced by pupils in the unit accounted for the difference between the overall test results in both key stages. They reasoned that it was due to the fact that most pupils in the speech and language unit had improved their language problems and had returned to their local schools by the time they reached the end of Key Stage 2. Teachers felt this was the main reason for the comparatively better scores of the eleven year olds. Although this factor made some difference, it still did not account for the substantial proportion of pupils not attaining the levels expected for seven year olds. For example, nearly a quarter of the pupils did not reach this level in the most recent annual national tests taken in 2000.
56. Following the help of the local education authority at the beginning of the present school year, a number of strategies to improve standards in reading, writing and mathematics for pupils in Years 1 and 2 have been introduced. Teachers have been trained in the use of a new programme for introducing a programme designed to improve pupils' knowledge of letter sounds. A new scheme to assess pupils' writing coupled with associated individual targets has been initiated. An extra teaching assistant has been employed to support further teaching for pupils who are below the level expected for seven year olds and also for a group of pupils for those who have the potential to attain higher levels. These measures have already had an impact in reading and writing and to a lesser extent in mathematics. Nevertheless, the school

has been slow to take such steps because the problem of lower achievement in Key Stage 1 has been there for four years.

57. The aims of the school are reflected well in its work. There is a happy and caring environment and pupils are responsible and self-disciplined. The pupils' spiritual, moral and social development is successfully nurtured but the pupils' cultural development is not fully explored because the opportunities for pupils to learn about the ways of life of a range of different ethnic groups found in this country are not fully explored. The number of hours allocated to Key Stage 2 pupils' lessons is less than the minimum recommended time for pupils of this age. This results in loss of valuable learning time compared with most other schools in the country.
58. Subject co-ordinators work hard to monitor plans and pupils' work to ensure that the curriculum is covered. They also advise colleagues on teaching the subject they manage. However, co-ordinators do not yet have a clear idea of pupils' overall levels of attainment and of the strengths and weaknesses in the subject they manage. Although the head teacher carries out an annual professional interview with each member of staff there is no clear system for evaluating the curriculum in each subject and co-ordinators do not annually take stock of the state of health in their curriculum area throughout the school. The head teacher has only begun recently to monitor teaching in response to the needs of the threshold assessment process. These observations have been followed by feedback on the quality of the lessons in order to facilitate an improvement in the quality of teaching. Although an analysis of pupils' answers in the annual tests is carried out, the resulting targets set for whole-school or key stage improvement are too wide and it is too difficult for teachers to include these in their planning. The sustained work carried out by the assessment co-ordinator is somewhat wasted because the resulting targets do not identify how to improve and raise standards.
59. The school improvement plan is of satisfactory quality. The school has included sensibly a number of initiatives that link with raising pupils' achievements in a number of areas of the curriculum. These targets are costed appropriately so that they are linked closely with the budget. The plan is shared with all personnel who are employed at the school but not with the parents. However, there are no precise success criteria associated with each of the targets so that the success or otherwise of the various initiatives can be evaluated. The school has no clear means of knowing whether pupils' standards have been raised as a result of the action taken and, if necessary, to decide what alternative action should be taken in the future. Decisions on the priorities of the school improvement plan are not taken sufficiently in the light of real evidence that identifies precisely what needs to be improved.
60. The governing body works very hard to support the school and has not hesitated to take difficult decisions at times. For example, when the local education authority decided to withdraw school meals from primary schools the governors took the brave decision to finance its own meals service. Although this was a risky decision the governors' vision was successful and not only is there a popular service provided but it also makes a profit that is spent for the benefit of the pupils' education. The finance committee, under the guidance of the chairman, monitors the expenditure of the school budget regularly. They have good links with the school bursar who manages the school's finances efficiently, ensuring that the budget always balances. The premises committee meets regularly with the premises officer to examine the fabric of the school and areas that might be dangerous or a threat to pupils' health and safety. However, the governors have not yet carried out the required full risk assessment of the premises so they can be sure the school is safe and secure. The curriculum committee discusses policy documents that need amending, and ratify new ones. Most governors visit the school during the working day at least once per term with an agreed focus that has been discussed with the head teacher. They are not provided with sufficient information to be able to be kept informed fully about the strengths and weaknesses of the school. For example, they did not have the opportunity to discuss the comparatively lower standards at the end of Key Stage 1 and were not fully aware of the on-going disparity between Key Stage 1 and Key

Stage 2 results in the annual national tests. Resulting from this insufficient information the governing body have not been able to take a full part in decisions concerning the school improvement plan.

61. Although they are asked on specific points, parents are not approached by the school for their views on how the school could be improved or for suggestions on useful developments that might be helpful. Whenever possible the school ensures that decisions on purchases are made with best value in mind. This is particularly so with building initiatives because the chairman of the premises committee, who is an architect, provides very valuable advice. The school has been very adventurous in obtaining value for money on the maintenance of the grounds. The governors have decided to purchase a tractor and to pay a groundsman to use it for cutting the grass and to carry out other duties. The school will save money on contracting a maintenance company and will begin to save money within two years. The school applies the principles of best value very effectively.
62. The grant used for pupils with special educational needs is used wisely and has resulted in pupils making sound progress in their learning. The money allocated for professional training of the staff is used sensibly to improve the work of the school. Teachers attend relevant courses that are linked with the needs of the school and classroom and learning support assistants have been trained in supporting pupils' learning effectively and in management of pupils' behaviour.
63. The school's accommodation is very good for teaching the National Curriculum. There are two large assembly halls for physical education lessons and school assemblies. There is a music room and a group room for use with pupils who have special educational needs. Teachers are deployed effectively in the school and the resources for learning are at least satisfactory to enable pupils to gain knowledge, skills and understanding in National Curriculum subjects and religious education. The quantity and quality of learning resources are satisfactory overall. There are insufficient multi-cultural books available for pupils to read, especially for the younger ones.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further and ensure good progress for all pupils, the head teacher, staff and governors should:

- (1) Improve the curriculum for Key Stage 2 pupils by:
 - providing facilities for controlling external events in information and communication technology;
 - ensuring that Year 6 pupils have more opportunities to carry out scientific experiments and investigations.

- (2) Improve standards in mathematics at the end of Key Stage 1 by:
 - using the data from analyses of pupils' mathematics tests to identify areas in the mathematics curriculum that need greater attention;
 - establishing a more systematic marking system for pupils to include setting individual targets in pupils' books so they know what they are aiming at;
 - providing classroom displays in mathematics that support the learning objectives of a series of lessons.

- (3) Improve pupils' standards throughout the school even further by:
 - using assessment information to identify the specific areas of the English and mathematics curriculum which could be improved so that pupils' attainments can be higher;
 - improving the setting of targets on the individual education plans for pupils with special educational needs so that they identify precisely what they need to improve.

- (4) Enhance communication with parents and governors by:
 - providing the governing body with full details of the strengths and weaknesses of the school;
 - improving the quality of pupils' annual written reports so that they include areas of weakness as well as strengths in children's achievements and by setting targets to improve their work.

- (5) Improve the management of the school further by:
 - improving the role of the subject co-ordinators to include monitoring and evaluation in the subject in order to improve pupils' knowledge, skills and understanding;
 - ensuring that information on the strengths and weaknesses in different subjects is used to inform discussion of the development plan in order to improve the work of the school.

The following less significant points for improvement should be considered for inclusion in the action plan:

- Improve the organisation of the school day which results in time slippage, especially following afternoon breaks, which has an adverse effect on pupils' learning.
- Improve the provision for multicultural education to include teaching and learning about the ways of life of a range of ethnic groups living in this country.
- Ensure the school day for Key Stage 2 pupils complies with the minimum recommended time for pupils of this age.
- Improve the planning in the Foundation Stage so that all children make the maximum progress in their learning.

Special Support Unit

64. The Special Support Unit provides for sixteen pupils with speech and language disorders. There are two classes, one for pupils in Key Stage 1 (under seven years old) and one for pupils in Key Stage 2 (aged seven to eleven years). Most pupils are based in the unit but they have good opportunities to integrate into mainstream classes for some subjects. Other pupils have made sufficient progress to be fully integrated with their peer groups. The quality of provision in the Special Support Unit is good.
65. Pupils in the unit achieve well related to their abilities. They make good progress particularly in speech and language development. This is because speech therapists attached to the unit set clear and precise targets for all the pupils. They work intensively with individuals and small groups on structured learning programmes that are related to the targets. Pupils work very hard in these sessions and this is reflected in the improvements they make. Speech therapists also provide guidance that school staff use effectively in their daily interaction with pupils. The quality of collaboration and teamwork between therapists and school staff is exceptionally good and benefits the pupils.
66. Teachers also help pupils to make progress by setting targets in pupils' individual education plans for other aspects of their work in school, for example in reading. However the school is aware that sometimes these targets take too long to achieve and therefore need to be expressed more precisely. The link between the work teachers plan and the learning targets set for pupils is not always clear and as a result pupils do not always make the progress they should. Nonetheless pupils' achievements are good because teachers know them so well and intuitively include practice of targets in their daily work.
67. Over time literacy and numeracy skills improve. In English younger pupils learn to share books, talk about the pictures and begin to recognise some words. Older pupils read simple sentences with support, demonstrating a delight in stories and rhymes. In mathematics younger pupils begin to recognise the numbers on a number square and use scales to estimate the weight of packets of food. Older pupils find out about symmetry. Some cut out symmetrical shapes, others use the computer to draw symmetrical patterns. They can point to the line of symmetry and know that the two halves of the pattern are identical. Knowledge of science improves as pupils look at the difference between animals and plants and experiment with ways of mopping up spills. In history lessons, older pupils learn to use evidence to find out about the past. They study the countries of Europe in geography, learn about families in religious education, and design, make and evaluate hand puppets in design and technology.
68. Pupils also do well in the mainstream classes they join. For example, they join registration and assemblies with their peer groups and learn to belong to the school community. In physical education younger pupils learn to work with a partner making shapes with their bodies. Older pupils learn to play football, gaining skills in dribbling the ball and passing it to others. Over time pupils make sufficient progress in their learning to enable the majority of them to return to mainstream classes on a full-time basis. They are able to do this so successfully because they are well supported by unit staff.
69. Teaching by unit staff is good and the quality of teamwork between teachers, teaching assistants and speech therapists is noteworthy. Teachers have good knowledge and understanding of speech and language disorders and use the advice of speech therapists effectively. For example pupils are helped in discussions to understand when teachers use demonstrations, mime, facial expression and cues to help them hear or say particular sounds. Relationships with pupils are good. Staff praise and encourage pupils, helping them to concentrate and complete their work. Teachers are good at seizing moments to reinforce learning. For example pupils improve their ability to tell the time when they are encouraged to look at the clock and take responsibility for going off to mainstream classes on time. Lessons are interesting and pupils become intrigued and fascinated in their learning. For example, in a history lesson the teacher and teaching assistant acted out a little drama. Following a

discussion on what everyone had eaten for lunch, the teacher pretended she had to go out of the room. The teaching assistant suggested the pupils looked in the teacher's lunch box to find out what she had eaten. One or two pupils were a little concerned that the teacher might not approve but, after due reassurance, they all were fascinated as they examined the contents and drew conclusions. They learned through their own discoveries how historians examine evidence for clues about the past. Teachers have good strategies for helping pupils remember new learning using mnemonics and games most effectively so that they have effective strategies to remember what they have learned. Members of staff make good resources and worksheets that pupils really enjoy using. Teachers maintain good records that clearly illustrate the good progress pupils make.

70. The curriculum for pupils in the Special Support Facility is good and pupils have full access to all subjects of the National Curriculum. There are very good opportunities for integration into mainstream classes and this is managed most effectively. All pupils belong to school registration groups and participate fully with their classes in assemblies and lessons for physical education and music. Then the balance between mainstream classes and provision in the unit is carefully matched to the pupils' needs. Teaching assistants provide very good support when pupils integrate. Mainstream pupils benefit from the expertise of unit staff and the special provision in the school
71. Pupils in the Special Support Facility are very well cared for. Members of staff understand the pupils' difficulties and ensure they are given sufficient support to enable them to succeed. Very good relationships are built with families through the contact books and meetings.
72. Leadership and management of the Special Support Facility are strong. The head of unit is a member of the school's senior management team and can contribute to planning developments for the whole school. She sets high standards and supports the work of colleagues most effectively. Liaison with speech therapists, feeder schools and other members of staff within London Meed is very good. Through these harmonious relationships the head of unit is able to improve the quality of education provided for pupils. Her organisational skills are very good. Files of information and records are kept meticulously. The unit provides a stimulating learning environment and is well staffed and resourced. The head of unit ensures that the school makes good use of the valuable resource of the Special Support Facility. The good standards identified at the last inspection have been maintained. There has been a significant improvement in the opportunities for pupils to integrate into mainstream classes. The school now provides a good model of inclusion.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	16	42	37	1	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	415
Number of full-time pupils known to be eligible for free school meals	0	35

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	27
Number of pupils on the school's special educational needs register	0	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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	26	30	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	24	26	27
	Total	43	45	47
Percentage of pupils at NC level 2 or above	School	77 (81)	80 (84)	84 (79)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	24
	Girls	26	28	30
	Total	47	49	54
Percentage of pupils at NC level 2 or above	School	84 (84)	88 (85)	96 (95)
	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	32	26	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	29
	Girls	24	22	26
	Total	49	47	55
Percentage of pupils at NC level 4 or above	School	84 (67)	81 (66)	95 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	29
	Girls	22	24	26
	Total	45	50	55
Percentage of pupils at NC level 4 or above	School	78 (72)	86 (71)	95 (81)
	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	1
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	454
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.4
Number of pupils per qualified teacher	24.6
Average class size	30.4

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	304

Number of pupils per FTE adult	14.5
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	781197
Total expenditure	751351
Expenditure per pupil	1768
Balance brought forward from previous year	-3444
Balance carried forward to next year	26402

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	423
Number of questionnaires returned	190

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	3	1	0
My child is making good progress in school.	46	48	4	1	2
Behaviour in the school is good.	47	50	1	0	2
My child gets the right amount of work to do at home.	25	48	22	2	3
The teaching is good.	45	51	3	0	2
I am kept well informed about how my child is getting on.	26	45	27	3	0
I would feel comfortable about approaching the school with questions or a problem.	54	39	5	2	0
The school expects my child to work hard and achieve his or her best.	48	45	4	0	3
The school works closely with parents.	30	57	11	2	0
The school is well led and managed.	41	51	5	2	1
The school is helping my child become mature and responsible.	44	49	2	1	4
The school provides an interesting range of activities outside lessons.	21	50	16	1	13

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

73. In the September of the year in which they become four, children enter the reception classes, where they remain for a year before moving on to Year 1. Most children's attainment on entry is below average in language and literacy as well as in mathematics. The school has good induction arrangements, which provide a pleasant introduction to school life for both children and their parents. These include a talk from the co-ordinator about the reception curriculum and the school's routines and rules. Parents are given a useful pack of materials for future reference. Children pay two visits to the classrooms prior to their starting date. At the time of the inspection 63 children were under five.
74. The quality of teaching is good overall with some satisfactory and very good examples. As a result children achieve well and by the end of the reception year attain average standards in all areas of learning apart from personal and social development where attainment is above average. These findings show a drop in the quality of teaching and children's attainment since the previous inspection, when teaching was very good and attainment was above average in all areas of learning. This is due mainly to the lesson planning, which, in spite of being led by clear learning objectives, has a confining effect upon scope and challenge. The activities planned for children are the same for each child and do not change for the whole week. This does not cater sufficiently for all children in the two classes, especially those who are more able.

Personal, social and emotional development

75. Children's personal, social and emotional development is given high priority and as a result, they achieve well and attain standards above those expected for this age group by the end of the reception year. Children are treated with great respect and kindness. They are shown good examples to follow by both teaching and non-teaching staff and by parents who help on a regular basis. Additionally, teachers use effective strategies for managing children and in so doing form very good, trusting relationships with them. As a result, children behave well, work hard and build confidence and self-esteem appropriately. Suitable assistance is given so that children develop independence and self-care skills securely. They dress themselves almost totally independently after physical education lessons. They are given appropriate opportunities to work and play together. Children relate agreeably to each other and they know and follow the classroom routines and rules well. In developing an awareness of cultures and traditions, they take part happily in the Christmas celebrations and talk about Diwali, the Hindu festival of light. However, the co-ordinator is aware of the need to develop this area of learning more fully and to supplement the stock of multicultural books. The quality of teaching that promotes children's personal and social development is very good.

Communication, language and literacy

76. By the end of the reception year, children's overall attainment in communication, language and literacy is average. On breaking down these areas, skills of speaking and listening are good, but reading and writing are average. Children's success in speaking and listening is due to very good provision. They are involved very well in discussions, as members of large and small groups. Good examples include discussing one-to-one, with a parent helper, properties of different types of materials such as wood, plastic, glass and metal, or in small groups, exploring with a teacher or classroom assistant the correct routine and technique for using powder paints. In both cases language and meaning are built usefully.
77. A very successful story time was observed, when the class teacher raised reading awareness skilfully. She grasped every opportunity offered in the story of 'Mr. Wolf's Pancakes' to build understanding of book conventions, story line and structure, characters and vocabulary.

Children enjoyed the pace and stimulation of a lively, direct teaching input. Their eyes were bright and their responses good. However, this is not always the case, for example when the story is hurried and main features simply touched upon with limited effect. Phonics are taught systematically, but because of the nature of planned activities, direct teaching is not always consolidated through associated and pertinent follow-up activities, set at different levels for different ability groups. Instead children may choose from those set out on a weekly basis. For example they may play the Dinosaur Dance phonic game regardless of their stage of development or may choose to read at the reading table. Reinforcement and challenge are not maximised.

78. It is similar in writing. In spite of the lesson being conducted with groups containing as few as four children, when their particular needs can be met precisely through differently pitched teaching inputs, all the children receive the same direct teaching input. In like manner to reading, associated follow-up activities are not set to match and reinforce the learning focus of the direct teaching input, but instead children may choose from a range of writing activities. Because of this methodology of planning curricular provision, the effect of otherwise good and often very good teaching is diluted. Therefore children's attainment has fallen from above average to average. They are building phonic skills satisfactorily, beginning to read simple texts and represent their stories by drawing and writing some initial letters and a few phonetically plausible words. Higher attaining children write one or two simple sentences with support. The quality of teaching in communication, language and literacy is satisfactory.

Mathematical development

79. By the end of the reception year, children attain average standards in mathematics. As in other curricular areas, technical vocabulary is built well. Children compare quantities of pebbles and identify more and less amounts. They estimate the number of bricks used to build a lego model. They count objects, one-to-one as far as ten and in some cases beyond. They are beginning to practise counting in twos. Problem-solving skills are promoted well by using everyday opportunities as they occur, such as register calculations. However, in like manner to reading and writing, opportunities are missed, as activities following the direct teaching input do not present enough challenge to extend, develop and consolidate the learning focus sufficiently well, so as to maximise teaching and learning. This has a restricting effect on attainment. Overall, the quality of mathematics teaching is good.

Knowledge and understanding of the world

80. Children develop a secure awareness of the world around them and progress well in gaining knowledge and understanding. Worthwhile opportunities are provided for them to be aware of nature. They profitably observe seasonal changes during walks in nearby woods by observing spring buds and collecting autumn nuts and leaves. Back at school the children put the leaves to good use, by creating collage autumn pictures. In the wider area, they visit a farm where they observe animals at close hand. They walk in the neighbourhood when they compare the different types of houses and notice their numbers. When travelling by bus to visit Tesco's in the town, they have the opportunity to handle money as they pay the fare. In the classroom, materials are explored profitably when making junk models of buildings and vehicles. They talk about material such as wood, glass, metal and plastic with staff, usefully exploring their properties and experimenting to determine which objects will float or sink. These activities were not extended throughout the week: the challenge remained the same. Classroom computers are in constant use and children are confident about operating the mouse as they use programs to support literacy and mathematics. The teaching of children's knowledge and understanding of the world is good.

Physical development

81. Physical development is nurtured well and as a result children attain standards equal to those expected by the end of the reception year. They use an assortment of large apparatus for

climbing and balancing and demonstrate secure body management skills. They move with developing co-ordination, and with awareness of space and others around them. Children are given many opportunities to strengthen their fingers so that they use pencils, paintbrushes and a variety of construction toys appropriately. At the time of the inspection the outside play area was being remodelled. Upon completion, opportunities for physical development will be greatly increased. Children's physical development is taught well.

Creative development

82. Creative development is nurtured profitably through activities involving art, music and imaginative play. As a result, children attain standards equal to those expected for their age by the end of the reception year. For example, children mix powder paints carefully and paint effectively bold, colourful pictures of their houses, gardens and selves. In like manner to other areas of learning, language is promoted well by teachers and classroom assistants as children work. Children paint bears, showing individual creativity well. As they use sand, water and construction toys, they are imaginative in their make-believe play. Creative development is promoted and taught well.

ENGLISH

83. At the time of the last inspection, standards in the National Curriculum tests for seven year olds were broadly in line with the national average. However, since then standards have been below average in the tests. Evidence from this inspection, however, suggests that seven-year-olds are achieving close to the national average overall, with above average attainments at the higher levels in writing. This improvement in standards is due largely to the improved teaching and learning opportunities the school has put in place this year in Years 1 and 2 that are raising pupils' attainment. The 2000 National Curriculum tests for eleven-year-olds show that the school's results were close to the average for English. In comparison with similar schools, the school was also close to the average.
84. Overall standards in speaking and listening are similar to the national average with many pupils achieving above the average, particularly at the end of Key Stage 2. Their progress is good, given that many children have not attended nursery prior to school. In Year 1, pupils listen very carefully. They speak clearly, sometimes explaining in full sentences. They give thoughtful responses, demonstrating their concentration on the task. In a religious education lesson they asked pertinent questions of the visitor, showing how well they had listened, wanting to find out more about special occasions. In Year 2 pupils listen respectfully to the views of others and wait their turn to speak in circle time. Higher attaining pupils read out their 'wanted' posters to the class with confidence, though in another lesson a few pupils speak fluently but too quietly for the whole class to hear, when reading out their work. By Year 6, many pupils speak confidently in a range of situations, in a group, working in pairs, putting forward a point of view to the class, or explaining why they think it's a good idea to learn about different religions. In a class discussion about drugs, pupils contribute confidently to a good quality discussion, demonstrating above average speaking and listening skills. They think about their responses and build on each other's contributions effectively. In Year 3 pupils read their poems to the class. They read with expression and so all the class can hear them. They listen attentively to each other's poems and applaud spontaneously. In Year 5 pupils explain their ideas well, and try to justify them with evidence. They use a wide choice of vocabulary and show a good ability to express their thinking. They listen well to each other, formally and informally, so they build on others' contributions and ideas well to develop their own thinking.
85. Overall standards in reading are at least average with numbers of pupils achieving above the average, particularly at the end of Key Stage 2. All pupils benefit from a daily session of silent reading. Many read a good number of books, at home as well as at school. Teachers use the silent reading time effectively to work with groups of pupils to develop their reading, often focusing on work covered in the literacy lesson which reinforces pupils' learning. In Year 1

pupils read together a rhyming poem with some assistance. They recognise familiar words and pick out rhyming words, making use of their knowledge of the sounds to help them read. This supports the development of their reading skills. Similar opportunities for reading together are missed in some classes when the teacher reads the text to the pupils rather than with them. By Year 2 higher attaining pupils read fluently and with good expression, when reading out their work. When reading books of their own choice, they explain unfamiliar words from the context and use their own subject knowledge to help them understand. Pupils develop their reading skills as they move through the juniors and make good progress. When pupils take parts to read in Year 3 they read confidently and with good expression. When the class reads a humorous alliterative poem together, pupils use the pictures and the sense of the poem to work out the meanings of words such as 'flibbertigibbet'. By Year 6 higher attaining pupils, when reading to the class, read very fluently with very good expression, showing good understanding of the text, making it interesting for the listener. Most pupils are enthusiastic readers and enjoy the daily reading time and are reading at the expected level or above for their age. They develop good reading habits supported by school and home. They visit the local library and read regularly at home. They know what they like and have favourite authors, for example Tolkien because "he creates a whole new world, an imaginary world", Rolf Harris because "he makes me laugh", and J.K. Rowling because of the storylines of the 'Harry Potter' books. Pupils understand the classification system and how to access the non-fiction books in the school library. They use these books particularly when researching topics in subjects such as history and geography.

86. The recent improvements in writing provision in the school are helping to improve standards at the end of both key stages, with the result that pupils' attainment in Year 2 is now close to the national average, with a quarter of pupils expected to reach the higher levels. Pupils in Year 6 are well set to maintain their good standards with similar numbers attaining the higher levels. To raise standards in Key Stage 1, there is a weekly lesson for higher attainers in Year 2 and an additional teaching assistant who works with targeted groups of pupils. In both Years 1 and 2, adoption of additional proven successful techniques has been implemented. These include the teaching of joined handwriting from the beginning, and more time allocated to developing pupils' own writing, so that they have the opportunity to complete, present or word process their own work. In Key Stage 2 there are booster classes in Year 6 and additional literacy support in Years 3 and 4, which develop pupils' literacy skills well. Throughout the school, teachers now set individual targets for pupils to improve their writing. However, these targets are seldom referred to when teachers mark pupils' work, nor are they displayed or written in pupils' books to remind them, so they are not yet having sufficient impact in helping pupils to improve their writing.
87. In Year 2 pupils produce a good volume of writing. They write stories and recount events, such as 'The Great Fire of London' in history. They write instructions such as 'How to make toast' and answer questions in comprehension. Pupils complete a variety of worksheets developing their language and grammatical skills, such as how to sequence a story and use punctuation, including speech marks. However, many pupils are not yet using punctuation in their own writing consistently. Too little attention is given to this in marking which is not effectively used to correct habitual mistakes or provide pupils with points for improvement. Higher attaining pupils write accounts which are well sequenced, using connecting words such as 'because', 'when', 'first', 'then', and 'next', with basic punctuation and spelling in place. Their writing is neat and joined. They are beginning to create interest and tension in their stories, thinking about the reader. Other pupils are beginning to join their handwriting appropriately and enjoy forming words with the same sound patterns, so they develop effective spelling strategies. In Year 1 pupils make good progress due to the additional strategies implemented by enthusiastic and experienced teachers who build up pupils' confidence in their ability to write by themselves. From below average at the beginning of the year, many are now attaining close to the average for their age, with most now joining their writing. Their letter size and spacing is much improved as well as the length, and many include simple punctuation, though not yet consistently. Through systematic teaching of basic skills, pupils' ability to spell, using their knowledge of phonics, has also helped to raise the

standard of their writing but opportunities are missed to extend the most able pupils by promoting more independent thinking.

88. Pupils' writing develops well throughout Key Stage 2. By Year 6 pupils write for an increasing range of purposes and in a variety of styles, such as poetry, modernised fairy tales, film scripts, summaries, and ghost stories. They plan, draft and redraft some of their writing, word-processing the final version. Many pupils create interest for the reader in their writing and structure their writing according to the purpose, using paragraphs. Handwriting is neat and joined. Higher attaining pupils employ a wide choice of vocabulary and variety of sentence structures in their technically competent writing, and include humour and a punchline in their stories. Pupils in Year 5 use language in different ways, for example, when they quickly want to record their ideas, they use flow charts, or note-taking, or select key words. In Year 3 pupils build their poetry writing skills when composing their own alliterative poems. Pupils show a good understanding of the structure and grammar of a sentence, picking out adjectives and verbs, and an ability to play with language and enjoy the result, such as 'eight exploring ecologists exploring elephants', and 'ten tall teachers telling tales'.
89. The quality of teaching is mainly good, particularly in Years 1 and 2, and always at least satisfactory throughout the school. In Year 3 it is very good. The successful implementation of the National Literacy Strategy has led to consistency in teachers' planning and organisation. The good lessons are characterised by enthusiastic teachers and support staff where teachers demonstrate secure subject knowledge which supports pupils' learning well. Teachers demonstrate clearly what they expect pupils to do, such as using a flow chart to record ideas, or writing a poem, or composing a sentence in Year 1, so pupils understand how to go about the activity and make progress. Such lessons have clear learning objectives shared with the pupils, a good pace, challenging questioning with high expectations, good organisation of the time and group activities so pupils have the opportunity to share the gains they make in their learning with the class. Other lessons share some of these features but not all, particularly during the group activities. In a few classes, teachers do not make best use of their time and skills by teaching a group each day during the literacy lesson, but move round the class, and pupils lose an opportunity to benefit from that additional teaching time. Some worksheets that teachers use for group work are confusing, which does not help pupils to learn. Revisiting the same work in a class preparing for the national tests leads to a lack of motivation in some pupils and less than half the class respond to the teacher's questions in a Year 6 class. Generally, pupils are enthusiastic learners with very positive attitudes to school and to their teachers and other adults who work with them. The good relationships between teacher and support staff and pupils create an encouraging supportive environment in the classroom for pupils, who contribute their ideas with growing confidence.
90. Teachers make good use of resources, such as white boards for spellings, jotting down ideas and planning. An overhead projector is used to good effect, particularly when pupils use it to present their ideas to the class in Year 5, for example in the form of a flow chart. There is good use of the computer which supports spelling in Year 1. Many teachers use their voices very effectively, particularly when reading in the literacy hour. This expressive reading provides a good model for pupils and they listen and then join in eagerly.
91. In her short time in post, the co-ordinator has initiated monitoring pupils' progress through regular assessment of pieces of unaided writing, and setting and reviewing individual and group targets to raise standards. This is yet to be fully implemented to be fully effective. She monitors teachers' planning regularly and thoroughly to ensure coverage and progression over the years. However she has not yet had the opportunity to be involved in the monitoring of teaching in her subject through the systematic observation of literacy lessons. This would help to create greater consistency from class to class by raising points for development in teaching and improved learning opportunities for pupils, which would further raise standards.

MATHEMATICS

92. The results of the 2000 statutory assessments show that the percentage of all pupils in the past Year 2 reaching the level expected for their age is well below the national average. Girls' and boys' results are similar. Standards have been consistently below the national average since the last report. When these results are compared to similar schools they are below average. An examination of pupils' current work confirms that, although there is evidence of improvement, standards are still below those expected for pupils nationally.
93. The statutory assessments in 2000 show that the numbers of all pupils in Year 6 reaching the expected level for their age, is above average when compared to schools nationally. However, they are only average when compared to similar schools. Boys usually outperform girls. Results have been consistently above average since the last report. A scrutiny of pupils' current work confirms that these standards are being maintained.
94. The previous report found results to be below the national average for Year 2 pupils. They have remained so. The school recognised this continuing underachievement and sought advice from the local authority. The adviser's recommendations, to improve teaching, the better use of support assistants and how to improve the challenge to all pupils, have been implemented well. As a result standards have risen, but these initiatives have yet to have their fullest effect. There has been a lack of specific targets set in order to improve the results in Key Stage 1.
95. In the last report, results for Year 6 pupils were above the national average and these standards remain the same. There is now a register for the more able pupils and 16 pupils from Year 6 are working successfully at a level of intermediate GCSE in mathematics. Both are recent initiatives. Some of these more able pupils work at a lower level in class lessons. In conversation they say, "We are stretched", or, "The work is more challenging", when referring to the work in those more able groups. Pupils of average ability make good progress in class lessons and when they work in smaller groups with a support teacher. Pupils with special needs are supported well by learning assistants and they make satisfactory progress. Some of the targets in their individual education plans need improvement and these targets are not included in teachers' planning. Overall progress since the last report has been satisfactory in Key Stage 2.
96. By the age of seven pupils are able to recall facts such as $7 + 3$ or $10 - 5$ with increasing confidence. Many count readily in odd or even numbers, or in fives and tens, and use their number knowledge in simple problems, but with some uncertainty. They recognise common two or three-dimensional shapes such as square, circle or cube and cylinder. They weigh objects such as a brick and record the weight in grams. The higher attaining pupils enthusiastically tackle more difficult number problems, particularly when they work together in a small group with the mathematics co-ordinator. By the age of eleven pupils are confident mathematicians. They work with larger numbers such as 625×84 or $4,628 \div 13$ and apply these skills in everyday problems. They represent data in graphs using ICT. They calculate perimeters, and draw triangles in four quadrants. Some of the higher attaining pupils work confidently in geometry, understanding alternate angles, or percentages in questions about a pie chart. This work was seen in a group of pupils of similar ability from both classes in Year 6.
97. Teaching is good overall in both key stages. Teachers plan together well and prepare good quality weekly plans based securely on the National Numeracy Strategy. Teachers have a good knowledge of mathematics, which is evident during whole-class teaching. They use correct mathematical terms at all times and make sure pupils use them too. Teachers use questions and encouragement well to involve all pupils. They manage pupils very successfully, which ensures a good working atmosphere in lessons, and pupils' attitudes are always positive and productive. Work is prepared for three different ability levels in the weekly plans and the tasks set usually challenge most pupils, apart from some higher attaining

pupils. Learning support assistants work effectively with pupils with special educational needs. However, in the majority of classrooms, displays do not support the learning objectives effectively, and do not match the good quality displays of other curriculum areas. The marking consists mainly of praise, with no individual targets set to establish a more systematic marking process. Patterns of homework vary and homework is inconsistently set across the school. Teachers at the end of Key Stage 2 start revision for the end of key stage tests too early and consequently there is too much use of photocopied sheets rather than teaching mathematics. Targets for pupils with special educational needs are not included in teachers' planning.

98. Pupils are anxious to learn. On some occasions their attitudes are excellent, and overall they are very good. Pupils are enthusiastic, willing to explain their answers and interested in the lessons, and when they listen to each other's answers, or work in smaller groups, they are always very sensible and well behaved.
99. The co-ordinator is keen to raise standards and good recent progress has been made in Key Stage 1 by the school's quick response to the mathematics adviser's guidance. At present the use of ICT for assessment is still in the very early stages of development. The co-ordinator accepts that the higher standards achieved in the once a week ability groups should be maintained in all class lessons.

SCIENCE

100. Inspection findings show that pupils' standards in science are above the national average at the end of Key Stage 1. This is an improvement on the findings of the last inspection. In 2000, the attainment of pupils in Year 2, based on teacher assessment, was above the national average, but average when compared with similar schools. The proportion reaching the higher level was very high, almost two thirds of the year group, and well above the standard for similar schools. These results also represent an improvement in standards over those reported at the last inspection. The strong focus on practical and investigative science, in a context which is relevant to pupils' own experiences, has contributed to the overall improvement to standards in science at Key Stage 1. The findings of the inspection show that these levels are being maintained and the present Year 2 pupils are working comfortably at the expected level for seven year olds.
101. Standards of attainment in science are above the national average for eleven year olds. This is similar to the findings of the last inspection. The results of the national tests in 2000 at the end of Key Stage 2 showed that the number of pupils reaching the expected level was above the national average, while the proportion achieving the higher level was well above. At the end of Key Stage 2, pupils achieve standards in line with those achieved by pupils from similar schools. The current Year 6 pupils are on target to reach or exceed national average levels by the end of the key stage
102. In Key Stage 1 all pupils, including those with special educational needs, make good progress. They are quick to learn and understand key scientific principles as teachers make every effort to develop their understanding in a context that relates to pupils' own experiences. For example, work on forces is related to the movements that they employ when playing on equipment such as slides and swings. By the end of Year 2 pupils know that animals and plants need food in order to grow. They understand that taking exercise and eating the right types of food keeps the body healthy. Pupils sort materials according to their properties and know the difference between natural and man-made items. Pupils understand that some materials change under the influence of cold or heat and investigate what happens to ice under different conditions. Pupils experiment with simple electrical circuits and make predictions about the effects of adding more bulbs to a circuit. They are aware of the dangers associated with electrical appliances in the home. Pupils record work satisfactorily using simple terms and pictures to describe their observations and investigations; for example, they draw diagrams to show the electrical circuits they make.

103. In Key Stage 2, pupils continue to build on the scientific knowledge and understanding gained in Key Stage 1. Progress is satisfactory overall and sometimes good, and by Year 6 pupils have a good knowledge and understanding of each of the key areas of science studied.
104. Pupils make good progress in developing their knowledge and understanding of forces. Year 4 develop their knowledge of the factors that increase friction between solid surfaces. Through an investigation into which of their shoes has the best grip they learned that different types of surfaces affect the speed of movement of an object. Pupils in Key Stage 2 understand the importance of fair testing and many make sensible predictions, for example Year 5 pupils when investigating which liquid evaporates most quickly. They know that filtering and sieving are methods of separating insoluble materials from water and that some changes that occur when materials are mixed can be reversed by evaporation. Pupils understand how shadows are formed. They know that light is reflected from surfaces and that we see objects because light travels from the object into our eyes. The work of Year 5 showed that pupils have a good understanding of the effects caused by the earth's movement, for example the length of the day. However, there is a distinct lack of practical opportunities in one of the Year 6 classes for pupils to develop their skills and understanding further or to use initiative in planning and carrying out their own simple tests and experiments. The emphasis is on watching revision videos and on completing questionnaires. There is too little discussion and little account is taken of the needs of pupils with special educational needs or higher attaining pupils. As result pupils' learning is limited by the content of the curriculum offered.
105. The quality of teaching seen is good overall with some good features. In Key Stage 1 the quality of teaching in the lesson seen was good. It was well planned to make full use of pupils' own experiences and promote interest in the subject. Unfortunately their visit to the park to explore the forces they use to operate the playground equipment was postponed due to bad weather. However, the teacher had a well-prepared contingency plan and made good use of toy models of playground rides and photographs to stimulate ideas about the forces of push and pull. Pupils learned effectively because they were challenged to think about the processes operating, for example, how to make the roundabout go faster and how they would stop themselves on the slide. The quality of teaching is good but more variable in Key Stage 2. In two thirds of lessons it is good, but in the lesson seen in Year 6 the quality of teaching was unsatisfactory. Most lessons are well planned and the good use of investigative and experimental science enables pupils to improve their enquiry skills and develop a good understanding of scientific principles. Pupils enjoy these sessions and when given the freedom to pursue their own line of investigation quickly develop new ideas and trains of thought. For example, Year 4 pupils, on discovering that the painted metal objects they found in the courtyard were not conductors of electricity, searched for similar unpainted objects in order to make comparisons. Teachers manage class and group activities well. In most lessons there is good support for all pupils, with particular attention paid to those pupils with special educational needs. This helps them to approach their work with confidence and enables them to make good progress.
106. Where teaching is less effective lessons are poorly planned and there is little opportunity for pupils to learn through practical science. The teachers do not give pupils a sufficiently clear understanding of scientific processes, such as dissolving solids in water to make solutions, and this lack of clarity limits pupils' attainment. Also, in the single unsatisfactory lesson too little account is taken of pupils' previous learning and support for pupils with special educational needs is insufficient. As a result, these pupils make little progress and in this lesson the teaching was unsatisfactory. Most teachers give clear explanations to enable pupils to use effective questioning strategies to develop pupils' thinking and to keep them focused on the key learning objectives throughout the lesson. They make good use of resources to clarify their explanations and promote learning, including where the subject matter does lend itself to first hand investigation. For example, Year 3 pupils were interested and excited by the big book 'Cool Food' which stimulated their discussion about the different food groups and their function. Teachers' careful use correct scientific terms encourage pupils

to use them for themselves when explaining their work. Pupils are encouraged to record their results and findings clearly, although in Year 6 expectations of recorded work are too low and there is too much use of prepared answer sheets.

107. Pupils enjoy science and they are particularly well motivated by opportunities to explore and discuss their work and findings. Pupils work well together in group activities and behave well. They concentrate well throughout most lessons. Their good attitudes, along with the good planning and effective teaching, result in sound and often good learning.
108. The science curriculum is good and meets the requirements of all aspects of the subject. The scheme of work provides good guidance and support for teachers when planning lessons. Assessment procedures are satisfactory but the co-ordinators recognise that further development is needed. Pupils' work is marked but there is not enough constructive comment to help pupils know what they can do well or to move forward their learning. Pupils' progress and attainment are checked at the end of each unit of work. There is a file of excellence containing examples of well above average work and teachers include samples of good work. However, these samples are not annotated or levelled to show how a pupil's performance supports the judgement. The two science co-ordinators work closely together. Although there are no formal opportunities for monitoring work in classrooms they have a good overview of the curriculum and identified areas for improvement. The co-ordinators are developing links with other areas of the curriculum so that skills learned in other subjects can be consolidated and contribute to learning in science, for example, literacy skills through the use of 'big books' and poetry.

ART AND DESIGN

109. It was not possible to observe any art lesson in Key Stage 1 but judgements about pupils' standards have been made by examining work in classrooms and in the portfolio collections of individual pupils. Levels of attainment achieved by both seven and eleven year olds meet what is expected for their ages. Standards have been maintained since the previous inspection, when standards were as expected at the end of Key Stage 1 and Key Stage 2. There is now a new scheme of work in place to aid teachers in their planning that indicates when skills should be introduced and this has now overcome one of the criticisms of the previous report. There are opportunities for pupils to work in three dimensions, with good examples of pots with well-designed painted motifs displayed prominently near the entrance to the school.
110. Key Stage 1 pupils produced paintings of a vase of flowers in the style of Monet but these are produced in identical fashion without pupils being given the freedom to interpret the style as they felt appropriate. Similarly, a collage depicting a scene with penguins was constructed from a small number of similar templates with the features of penguins painted in identical fashion. Pupils, however, have opportunities to produce observational drawings using hard and soft pencils that are of good quality. For example, one Year 2 pupil produced a very good drawing of a sea urchin with very detailed and carefully drawn elements and with a good sense of shape and texture. Pupils also have opportunities to create simple prints using leaves as the basis. These are colourful and show a satisfactory sense of design.
111. Key Stage 2 pupils receive a well-balanced curriculum and experience a range of activities involving pencil drawing, painting, printing and three-dimensional clay work. By the end of the key stage pupils create satisfactory drawings of objects in their sketchbooks such as 'a view from a window' or observational drawings of different objects such as the class computer. They use hard and soft pencils satisfactorily but are more skilful with ink drawings that show good attention to detail. For example, Year 3 pupils produced good drawings based on the patterns seen in seashells. They are introduced to the work of different artists and are encouraged to experiment with the techniques or designs they encounter. For instance, Year 3 pupils first create drawings and then paint representations of Van Gogh's painting of sunflowers and Year 4 pupils paint pictures of World War II in the style of Paul Nash. Year 4

pupils make satisfactory drawings of chairs using shading to good advantage. Year 5 pupils use pastels well to draw faces showing different emotions such as cheerfulness, worry, sleepiness, surprise and happiness. These are well done and pupils are developing good skills in portraying facial expressions to convey a clear message of feeling.

112. It was not possible to judge the quality of teaching in Key Stage 1 but the quality of teaching is sound in Key Stage 2. Teachers plan well and share the objectives for lessons with pupils, providing a clear focus for the lesson. Their expectations of what they want pupils to do are satisfactory; teachers do not focus on developing pupils' skills and opportunities are missed during lessons to build on existing levels of expertise by demonstrating to, and supporting, pupils in their work. For example, Year 5 pupils were investigating the visual and tactile qualities of different materials and were sewing and stitching. Although pupils were gaining experience in using techniques the skills they had already acquired were not extended because they were left to find their own ways of improving. Teachers' knowledge of art is sound but their own skills are occasionally underdeveloped. For instance, on one occasion a teacher attempted to demonstrate how to tackle a drawing task but had to abandon the attempt with a degree of embarrassment because she felt it did not demonstrate what she had intended. Learning resources are used well and provide a good range of experiences for pupils. For example, in one lesson each group of pupils could choose from a variety of materials to use in their work, including a variety of wools, different fabrics and a range of threads as well as scissors and pins. In another lesson that focused on drawing, pupils were provided with a good range of simple drawings of people in different situations. This gave them opportunities to discuss and analyse how the drawings portrayed different emotions and movements.
113. Pupils' attitudes are good. They enjoy art lessons and are fully involved in their tasks and make good use of the time they have. They share resources well. The subject manager has a good knowledge of art and provides workshop sessions after school for teachers. He monitors the content of lessons successfully through a scrutiny of teachers' weekly plans. Sketchbooks are not used regularly in Key Stage 2; there are only a few entries in these and pupils do not have sufficient opportunity to see their skills and ideas develop over time. This limits the learning opportunities available to pupils. However, teachers use art well to support other subjects of the curriculum, including history, science and mathematics. They also make good use of ICT to support pupils' learning in art.

DESIGN AND TECHNOLOGY

114. Design and technology was timetabled in only two classes during the inspection and only a part of one lesson was seen. A scrutiny of the very good whole-school curriculum arrangements and a sample of teachers' planning confirm that design and technology is part of the curriculum of all classes. It is based on the Qualification and Curriculum Authority's units of work and these provide very good planned progression in the development of skills in the design and making of products.
115. The evidence of pupils' work is sparse. The collection of pupils' designs and the photographs of subsequent products, from a very successful design and technology week, show satisfactory progress from the Foundation Stage through to Year 6. The designs are clear, they list a sequence of actions and include evaluations of the process and product. The products are made very carefully and pupils show considerable enthusiasm in their writings and in the photographs where they display their products. However, there is no other substantial evidence apart from the 'File of Excellence' which contains work of a similar standard. It is, therefore, impossible to make a judgement on either the levels of attainment of pupils or on the quality of teaching.
116. The displays around the school, apart from the Foundation Stage when pupils used twigs, straws or 'bricks' in the construction of their houses, show work that is mainly paper, food or fabric based. Most classrooms have no evidence of design and technology. There are no

design books to show developments from class to class, or to help teachers monitor pupils' progress. Nor are there any products using wood, or other materials, to show pupils understanding of the use of different materials, or how mechanisms such as electrical circuits are used to make these products work. As a result it is not possible to make a judgement about the teaching, or the full coverage of the National Curriculum, except to say it is planned very well.

117. The part lesson seen in Year 1 was good. Pupils had designed a fruit salad, made it with adult support and were evaluating it enthusiastically in a tasting session. There were good links to ICT in the graphs of the amount of different fruits used.
118. The two co-ordinators are enthusiastic and eager to build on the success of the design and technology week. They believe the subject has lost ground since the last report because of the pressures of the literacy and numeracy hours. They have improved planning effectively by introducing the Qualifications and Curriculum Authority's scheme of work. This has produced a good balance for the different aspects of the subject. Progress in this part of design and technology since the last report is good.
119. However, the successful translation of this very good planning into active designing and making is not clearly evident, nor are the co-ordinators certain of the strengths and weaknesses of the subject, or of the next steps to take to raise standards further.

GEOGRAPHY

120. Since the previous inspection, pupils' standards of attainment have been maintained: they are average in relation to what is expected for seven and eleven year olds. Pupils, including those with special educational needs, build geographical skills, knowledge and understanding well.
121. No judgement was made about the quality of teaching at Key Stage 1, since no lessons were observed. At Key Stage 2 the quality of teaching is good overall, with an example of excellent teaching in one Year 5 class. In this case, the teacher has excellent subject knowledge and exemplary assessment skills through which pupils of all abilities are supported highly, enabling them to make excellent progress towards specific learning goals and attain above the expected standards in the study of water and its uses.
122. Across the key stage teachers have especially good pupil management skills, based on very good trusting relationships. A purposeful and orderly learning environment ensues. Pupils have very good attitudes to their work and behave very well. Setting tasks which encourage pupils to use skills and knowledge gained in one curricular area to develop another is also a very successful feature of teaching. As a result of these good techniques pupils work well together or individually and apply their skills and knowledge to tasks with good application and commitment. For example, Year 3 pupils use their imagination and writing skills well to describe different parts of the world. Year 5 pupils use their mathematical skills well to form bar charts and block graphs and work together usefully on the computer to complete spreadsheets on water uses. In both cases pupils carry out their tasks responsibly and eagerly. A good range of residential visits and outings to such places as the Isle of Wight and a country park contribute well to pupils' academic and personal development.
123. Judging from pupils' work, Year 1 pupils know about places beyond their own locality, such as Minorca and Singapore: they locate them accurately on the world map. Barnaby Bear aids understanding effectively. Year 2 pupils profitably compare island features of the Isle of Struay with those of Burgess Hill. They use maps usefully in their studies and build geographical vocabulary such as fields, mountains and roads. Using writing skills Year 3 pupils broaden their understanding of climatic features of different parts of the world successfully. Pictorial resources and good explanations guide them clearly. Pupils of Year 4 identify similarities and differences between Burgess Hill and an Indian village satisfactorily. Year 5 pupils use a wide range of skills such as mathematical, computing and geographical,

well to organise water uses insightfully. They continue to add to their vocabulary. Individual support of a high level and aptly chosen resources encourage good advancement. Year 6 pupils combine a range of skills in their research of mountains, to satisfactory outcomes. Their documents, some of which are word processed, are presented well. Less successful features, which detract from otherwise good teaching overall, occurred in one Year 4 lesson: explanations were limited and a confusing recording chart restricted pupils' clarity in comparing two localities.

124. A new geography policy and curricular guidelines have been adopted to meet the requirements of the Curriculum 2000. These documents enable teachers to plan the curriculum so that skills are systematically built upon. However, there are no whole-school assessment arrangements for measuring and tracking how well pupils are doing in geography. This shortfall is exaggerated by the lack of a subject portfolio, which has lapsed since the introduction of Curriculum 2000. This means that the subject is without monitoring and assessment support, and therefore strengths and weakness do not come to light readily.

HISTORY

125. It was only possible to see one lesson of history during the inspection period. This lesson, plus evidence from pupils' previous work and teachers' planning indicates that pupils in both key stages make satisfactory progress and achieve standards in line with expectations for their age. This is similar to the findings of the last inspection.
126. By the end of Key Stage 1 pupils develop an understanding of the past and how things change over time. They look at evidence of change and show, through labelled drawings, that they are able to distinguish between aspects of past life and the present day. They have some knowledge of important people in history, such as Boudicca, Guy Fawkes and Mrs Pankhurst. Pupils use their literacy skills to retell the story of King Alfred and the cakes.
127. Pupils in Key Stage 2 explore all the required topics in the history curriculum. They are developing a sound understanding of chronology. For the Year 6 pupils project on the Romans, pupils were provided with evidence in the form of video film, reference books, information sheets and CD-ROM. They carried out some research in school but much was done at home where some had access to the Internet. Although the project folders of some pupils contained a considerable amount of information they had not been given sufficient guidance on how to extract information and present it in their own words. Some work was, therefore, simply printed or copied from the original source. Pupils' knowledge and understanding was, therefore, not as full as might have been. Pupils were able to explain the reasons for the building of Hadrian's Wall and the importance of the roads. They discussed some of the changes made by Roman settlement to life in Celtic Britain, for example place names, buildings, entertainment and religion. Pupils' interest in the topic was stimulated by the visit from a Roman Legionnaire.
128. There is evidence in pupils' work of well-presented independent writing. In Year 5 pupils know about the differences in the way of life of the rich and poor. They have learned about the Tudor kings and their writing shows careful consideration of why they were successful and the reasons for change, for example the break with Rome. Year 3's work shows an emerging sense of the Victorian period. Their visit to Singleton was greatly enjoyed and gave them a taste of life in the past as they carried out a wide range of activities, including doing the laundry.
129. It was not possible to make an overall judgement about the quality of teaching as only one lesson was observed. In this lesson pupils were continuing their work on World War II and learning about Operation Overlord. The teacher has good subject knowledge and encourages pupils to consider the reasons why Hitler did not go ahead with the invasion of Britain. He emphasises the importance of Operation Overlord and pupils make suggestions as to what the allied armies needed to prepare for this event. Pupils' work indicates that teachers draw

from a good range of sources to develop pupils' interest, knowledge and understanding in history. They make use of library books, pictures and artefacts, video film and visits. This helps to develop pupils' understanding of the different ways in which aspects of the past are represented. Teachers' expectations of pupils' writing contributes well to the development of their literacy skills as they present their information in a variety of styles, such as factual writing, writing in role and expressing opinion. However, this aspect could be developed further and more opportunities for independent writing given to Year 2 pupils.

130. Teachers make good use of the national guidelines to inform the work. However, the weekly plans do not always provide sufficient information on what pupils are expected to learn and how work is planned to meet the needs of all ability groups. There are no formal procedures for assessment. Marking of pupils' work varies in quality but teachers do not make enough use of constructive comments to extend pupils' thinking or move forward their learning. Samples of pupils' work in the portfolio provide a record of coverage. The history co-ordinator has only very recently taken on the role. She has already drawn up an appropriate action plan and is getting to know the key strengths and areas for development in the school's history curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

131. Standards in information and communication technology (ICT) are in line with national expectations at the end of Key Stage 1 and are below at the end of Key Stage 2. These findings are similar to those reported at the last inspection. However, the measures taken by the school since then to raise standards are having a positive effect on pupils' learning. They have access to a wider range of tasks and greater emphasis is placed on the development of pupils' skills. Key Stage 2 pupils are working at the expected levels for their ages and they make satisfactory progress. However, attainment is below expectations because they do not have access to the full curriculum requirements. They still do not have access to building the necessary skills and experience in monitoring external events with ICT equipment and software. For example, they do not have the opportunity to control the movements or operations of devices or to use sensors connected to ICT equipment to collect data on various aspects of the weather.
132. By the end of Key Stage 1 pupils are confident in their use of computers. They use word-processing packages for writing their own poetry and know how to amend their work. They use the return key to insert line breaks and the shift key to type capital letters. Pupils are able to change the size of the font by highlighting the text and clicking on the appropriate icon. They collect and present data from their work in science and design and technology. They enter data about the eye colour of pupils in the class, and choose which type of graph they wish the information to be presented on, for example a pictograph or pie chart. Pupils also use a simple graphics program to explore and realise their ideas. They know how to select the different tools to match their purpose. Pupils use computers to support their work in literacy for activities such as phonics and spelling.
133. In Key Stage 2 pupils build on the skills they have previously learned and extend their knowledge of how computers are used in everyday life. They competently carry out routine operations such as saving their work into their individual files, printing work and closing down the programs. Pupils in Year 5 and 6 understand the layout of a spreadsheet, know how to enter numbers and create labels, and use formulae for finding totals. They make use of these skills in other areas of the curriculum. For example, in geography Year 5 produced a table and graph of water usage in the home. Pupils use art programs and import images from graphics packages such as clip art to create pictures and posters and illustrate work. They make use of CD-ROMS for research, for instance linked to history work on the Romans. Pupils' progress is limited, as they have not yet had an opportunity to exchange information by e-mail. Due to lack of hardware and software, monitoring and control work is not used to support monitoring data, through sensors, in science in and geography.

134. Only two lessons in ICT were seen and both of these were in Key Stage 2. One lesson focused on whole-class teaching of skills that were then to be practised at other times. The other lesson involved a group of pupils using an art program to design a seat for a fictional character. Pupils were seen using computers on other occasions to support learning in other areas of the curriculum. There is not enough evidence to make a judgement on the quality of teaching in Key Stage 1. The quality of teaching in Key Stage 2 has been judged on the two lesson observations and on a scrutiny of pupils' work in ICT. The teaching in Key Stage 2 is sound. Lessons are well planned and organised. The teachers have good subject knowledge and made good use of demonstrations to help pupils understand the tasks and to find their way around the different functions of the program. This enabled pupils to begin the task confidently and to make good progress in their understanding of the use of formulae when working with spreadsheets and in the use of ICT for design. Teachers introduce a new skill for the week in short whole-class sessions, and schedule time for all pupils to practise the new skills later in the week.
135. Teachers make good use of the scheme of work to inform teaching. However, the weekly plans lack detail and assessment information. Pupils enjoy working on the computer and concentrate well in teaching sessions and when working independently. Assessment procedures are under-developed. Few teachers have records of what pupils have accomplished so they can plan the next step in their learning.
136. The ICT co-ordinator has only recently take on the role. She has a good knowledge of the strengths and weaknesses within the school's curriculum and is aware that standards need to be higher. She has drawn up an appropriate action plan for the future, which charts the clear steps for developing the subject. The emphasis is on providing the much needed hardware and software to enable pupils to make the progress of which they are capable and to ensure that statutory requirements in the subject are met. Training staff to boost their expertise is also a priority. The subject management is in good hands and the co-ordinator is determined that pupils will receive a high quality curriculum that best meets their needs.

MUSIC

137. Even though only a single Key Stage 1 music lesson was observed, judgements on attainment levels at the age of seven have been made by also talking to pupils and listening to pupils singing and interpreting their musical knowledge and understanding during collective acts of worship and singing practices. The standards of work seen are in line with national expectations for seven year olds. At the age of eleven, standards are above the level expected from pupils of a similar age.
138. Seven year old pupils sing enthusiastically with a good sense of pulse, even when the teacher increases the speed. They recognise and can name a wide range of percussion instruments and distinguish easily between the sounds these instruments make and the way the instruments are played. Pupils recognise different written symbols, agreed between themselves and the class teacher, that represent different ways of making sounds with percussion instruments. This is enabling them to begin to develop an understanding of how music is recorded in written form.
139. By eleven years of age pupils sing well using a good sense of pitch to sing well in tune. They sing songs in rounds, maintaining three or four parts with accuracy and a good sense of timing. When singing they have developed a good ability to listen to other parts or the accompaniment and adjust the pulse or timing in sympathy with whatever else is happening in the music. Almost all Key Stage 2 pupils listen to music carefully and appreciatively and younger Key Stage 2 pupils in particular can link pieces of music with the different moods intended by the composer. They compose their own music in small groups. For example, they create music to link with different themes, such as themes they have studied in geography lessons that link with rain forests or compose a 'rap' on a traffic theme. They also create their own very good accompaniments to singing using a rhythmic ostinato played on a xylophone.

Pupils recognise music from different parts of the world such as India, Africa or the Caribbean and also from different times. For example, pupils recognise Tudor music played on woodwind instruments and also when they sing music from this era.

140. The quality of teaching is good overall but there are examples of very good and excellent teaching in Key Stage 2. In the one lesson observed in Key Stage 1 there was good management of pupils' behaviour resulting in good concentration and listening throughout the lesson. Teachers attempt to make the lessons fun for pupils by, for example, getting them to sing 'London's Burning' and then heightening the level of challenge by gradually increasing the speed. This improves the pupils' ability to keep a good sense of pulse going whilst singing. When the teaching in Year 5 is excellent there is a tangible ethos of commitment to high standards and continual improvement. The pace of the lesson is very brisk and pupils are continually learning skills cumulatively ending in high standards for their age. Pupils are engaged in the lesson throughout and are eager to learn and do well. Very good strategies are used to develop skills. For example, pupils' sense of pitch is built by getting pupils to draw the shape of musical phrases; pupils clap the rhythm of a phrase in the music and then use this as an ostinato rhythm to accompany the whole piece. Pupils record their singing, suggest ways of improving and then put these suggestions into operation before evaluating once more and they develop a sense of harmony by judging whether different sets of two notes played simultaneously produced a pleasing or unpleasant sound. Other teaching in Key Stage 2 is not at the same high standard and teachers do not have the same high level of subject knowledge to teach really confidently. There is not the same high level of preparation and planning for the lesson and time is wasted during the lesson because the teacher cannot find the correct place on the tape recorder to play the appropriate piece of music. Some teachers only ask pupils who have their hands up and do not encourage the more retiring pupils to give their opinions and in so doing raise their self-esteem.
141. In addition to pupils' learning during lessons the school arranges for a number of other musical activities that are valuable for pupils outside lesson time. The head teacher runs a recorder ensemble that plays music in four parts, using descant, treble, tenor and bass recorders. Those participating in this group of twelve pupils and the head teacher play music of a very high quality. There is also a small band of pupils that plays very competently when accompanying the whole school during its singing of hymns in morning assemblies. One pupil plays the piano very confidently whilst others play the cello, woodwind and tuned percussion.
142. The music co-ordinator works hard to maintain successfully the good standard of music reported in the last inspection and the good quality of teaching. She monitors lesson plans each week to ensure that what is being taught is at an appropriate level and that it follows the school's scheme of work. She organises a highly respected choir in the area which sings with the Sussex Symphonia at an annual concert. All pupils who are learning to play an instrument, including trumpet, flute, and clarinet groups, as well as a range of recorder groups, take part in a summer concert at the school. This provides an opportunity for pupils to perform in public and increase their confidence in playing. As yet, the school does not have instruments representing a range of ethnic groups so that pupils can experience and value the contribution that these can make to music making.

PHYSICAL EDUCATION

143. Owing to the arrangement of the timetable it was not possible to observe lessons in dance and gymnastics in Key Stage 1 and athletics and dance in Key Stage 2. Attainment levels for the seven and eleven year olds pupils are in line with national expectations in games and gymnastics and are on course to be well above the level expected for eleven year olds in swimming. Key Stage 1 pupils' attainments have been maintained since the previous inspection. Attainment levels at the end of Key Stage 2 have also been maintained but swimming standards have risen. Year 3 pupils show levels of attainment that are better than expected for their age.

144. Key Stage 1 pupils are very competent at hopping, jogging and skipping. They participate in short team games such as tunnel ball and 'over and under.' They roll balls accurately between obstacles and begin to develop anticipation by taking part in games in pairs where one has to block the path of the ball rolled by the other. Older Key Stage 2 pupils have developed good gymnastic skills. They perform good cartwheels, round off jumps and flick-flacks, and link movements together such as twisting, jumping and rolling in a competent manner. Year 3 pupils' throwing and catching skills are satisfactory. They use chest throws to increase the accuracy and speed of their passing of a netball. Pupils work well together and co-operate sensibly when working in small groups or pairs. Over half of Year 3 pupils are able to swim 25 metres unaided using a good style. Most have strong leg and arm movements when using the front crawl stroke. All pupils observed were confident in the water and approximately one quarter of the class who are not yet swimming 25 metres are almost ready to attempt this. The standard of the present Year 3 pupils bodes well for the level of attainment when they reach the age of eleven.
145. The quality of teaching is satisfactory in Key Stage 1 and good overall in Key Stage 2 with one excellent example of a gymnastics lesson. In the lessons observed, Key Stage 1 teachers planned lessons well with each having an appropriate warm-up session and a cooling-down period. Teachers give clear instructions and praise pupils when their accomplishments improve, raising their self-esteem and motivating them well. The pace of lesson slows when too much time is taken in organising pupils into groups and distributing small apparatus for use in the lesson. Time is then lost which could have been used for pupils to practise and acquire skills. General teaching points are made to the class as a whole but insufficient time is spent on assessing and improving pupils' individual skills. Most Key Stage 2 teachers provide satisfactory demonstrations of skills and use pupils who are able to show good examples of specific skills as exemplars to the rest of the class. In all lessons seen teachers have good relationships with the pupils and as a result manage their behaviour very competently. In some lessons the teacher is not sufficiently vigilant to notice that a small number of pupils are lethargic in their attempts to carry out the planned activities and their progress suffers. In one excellent lesson in Year 5 the teacher has very high expectations of what the pupils can do. The lesson has an ethos of continual improvement and hard work. Pupils listen intently to assessments of how they are doing and are given regular opportunities to evaluate the work of others on the class. This is not just a cosmetic exercise because following the evaluation the pupils demonstrating movements are expected to repeat the activity, putting suggestions into operation. Swimming lessons are very good quality. Care is taken to ensure that all pupils are working at an appropriate level. Swimming instructors motivate pupils well and devise activities that enable them to make progress at their own level.
146. The co-ordinator works hard to develop physical education in the school. Pupils have opportunities to participate in competitive sport after school hours and there are sporting clubs and activities for pupils to join after school has finished.

RELIGIOUS EDUCATION

147. Standards of attainment in religious education meet the requirements of the locally agreed syllabus at the end of both key stages. Pupils in all classes make satisfactory progress. This is an improvement on the judgements made at the time of the previous inspection when standards were considered to be unsatisfactory at the end of both key stages.
148. In Key Stage 1 most work is oral. This is not inappropriate for pupils of this age because they gain much from talking, discussing and listening. Year 1 pupils learn about special occasions in Christianity such as Christmas, Harvest Festival, weddings, baptisms and Easter. When learning about baptism a local curate comes in and, supported by the teachers, with appropriate artefacts, explains and re-enacts the ceremony for the pupils to very good effect. Pupils visit two local places of worship and understand different ways of celebrating baptism. They learn what a symbol means. In Year 2 pupils investigate festivals in another faith, such

as the festival of Diwali, and the special customs associated with it, and gain an understanding of its importance to Hindus. From their knowledge of stories in the Old Testament, they recall the stories of Moses and Daniel and understand something of their meaning. From stories in the New Testament such as the parable of the lost sheep, they understand about caring for each other and that 'everyone is special to Jesus'. They show concern for others, particularly on special occasions such as Harvest Festival and Red Nose Day.

149. In Key Stage 2 pupils begin to understand that the physical appearances of people may not necessarily provide clues to their character. They relate this to their individual image of Jesus from their knowledge of stories and parables in the New Testament. Later they learn about Judaism and Islam and understand the significance to Muslims of washing before praying and going on Haj, for example. They know about the sacred books, the Torah and Koran, and the languages they were written in. Older pupils show interest in different religions and respect for others' beliefs, and have a mature attitude, believing "it is important to know about others' beliefs and not be racist".
150. Teaching is satisfactory, and in the one lesson observed in Key Stage 1 it was very good. The strengths of the teaching lie in the ability to relate what is being taught to events in pupils' lives. For example, one teacher explained to younger pupils what was meant by a symbol by relating it to ones they already knew before expanding the concept to those used in religions. Teachers model what they expect pupils to do. For example, in one interesting lesson the class teacher demonstrated what was meant by appropriate questions by asking a good example of a question of the visitor. Pupils were then able to pose questions more successfully. The use of resources and artefacts are very good in creating interest, curiosity and a sense of wonder. For instance, a local priest visited the classroom to show pupils her special clothes of cassock and surplice together with artefacts used in baptism ceremonies. This, together with good questioning skills from the teacher, promoted pupils' thinking well. In a few lessons, what is planned is not fully achieved due to unsatisfactory use of time. For example, opportunities to consolidate what has been learnt are lost when the teacher does not use questions relating to previous lessons to follow up and enable pupils to revise their knowledge and understanding. In most lessons, pupils are interested and listen well, showing respect for others' views. This is also evident in regular weekly reading and discussion of stories from the Bible in an assembly to pupils in Years 5 and 6. This adds to pupils' knowledge and understanding and their ability to relate what they hear to their own lives.
151. The co-ordinators have developed a good scheme of work which incorporates the locally agreed syllabus and the recently produced national scheme for religious education. This builds on what teachers are already teaching. They maintain a good overview of the coverage of the scheme and of the allocation of appropriate time to the teaching of the subject through monitoring teachers' weekly planning. There were too few resources at the time of the last inspection. Resources are now good, with appropriate artefacts for the major religions studied, information books for pupils to do their own research including big picture books for younger children, and books for teachers to improve their subject knowledge and confidence in teaching the subject. The co-ordinators have recently introduced an assessment sheet for teachers to fill in at the end of each unit of work to monitor pupils' increase in knowledge and understanding as they move through the school. It will also monitor teachers' use of resources. This will enable the co-ordinators to match resources with topics in the scheme of work, a further support to teachers. This has not yet been fully implemented. At the time of the last inspection, statutory requirements for the teaching of this subject were not met in full. The school and co-ordinators have worked hard to ensure that they are now met in full.