

# INSPECTION REPORT

## **CHARVILLE PRIMARY SCHOOL**

Hayes, Middlesex

LEA area: Hillingdon

Unique reference number: 102436

Headteacher: Mr. Peter Shawley

Reporting inspector: Miss Savi Ramnath  
21334

Dates of inspection: 8-11 May 2000

Inspection number: 198036

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
School address:	Bury Avenue Hayes Middlesex
Postcode:	UB4 8LF
Telephone number:	020 8845 1707
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Appropriate authority:	Governing body
Name of chair of governors:	Mr. A. Thomasson
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Miss Savi Ramnath	Registered inspector	Religious education	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
Mrs Fran Luke	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr Edmond Morris	Team inspector	Mathematics Information technology	How well are pupils taught? How well is the school led and managed?
Mrs Jackie Cousins	Team inspector	Science  Art Design and technology	How good are the curricular and other opportunities offered to pupils?
Mrs Hilary Ring	Team inspector	Geography  History Physical education	How well is the school led and managed?
Mrs Valerie Hobson	Team inspector	Under fives  Equal opportunities Music Special educational needs	
Mrs Penny O'Brien	Team inspector	English	How well does the school care for its pupils?

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Inspection Quality Division  
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Alexandra House  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Charville is a very large primary school for boys and girls from three to 11 years old situated in Hayes in the London Borough of Hillingdon. There are 523 pupils on roll organised in 21 classes and a further 90 children who attend part-time in the nursery. Most of the pupils come from the immediate residential area.

When they begin school the language and social skills of many children are poorly developed and overall their attainment is well below average. Just over one third of pupils has been identified on the school's special educational needs register, 38 pupils from stages 3 to 5, and there are 10 pupils who have statements of special educational need. These figures are well above the national average. Twenty three per cent of pupils are entitled to free school meals. This is not very different from the average proportion in primary schools. The total number on roll remains fairly constant but many pupils leave and join the school at different stages of their education.

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

This is an effective and improving school where standards have risen steadily over the years. Pupils achieve good standards in relation to their abilities and make good progress because the teaching is good in English and mathematics where the work they are expected to do is appropriate and demanding. The headteacher provides good leadership and has a clear picture for the development of the school. He responded positively to the findings of the last inspection report. The deputy headteacher, senior management team and governors ably support him. All share a commitment to further improvement. The overall effectiveness of the school is good and it now provides good value for money.

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

- The headteacher provides good leadership and is well supported by the deputy headteacher and governors.
- Teaching is good or better in over half of the lessons observed and all staff constantly strive to improve.
- Pupils' attitudes to learning, their behaviour and their relationships with others are good.
- Staff know their pupils well and provide good guidance and welfare.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- There is a very good range of extra-curricular activities.

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

- The standard in reading at the end of Key Stage 1 and in religious education at the end of both key stages.
- There are insufficient regular opportunities for children under five in the Reception classes to learn through vigorous physical activities.
- Planning in lessons other than literacy and numeracy does not always identify exactly what pupils of different abilities will learn by the end of the session.
- Pupils are given too few opportunities to make choices and take the initiative in their own learning. Their skills in these areas are underdeveloped.

*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 identified as having serious weaknesses in the last inspection in October 1997 and since then its improvement has been good. Action has been taken on all of the key issues identified in the previous report, although some aspects have not been fully addressed.

Standards have improved in English, mathematics and science and in the basic skills of literacy and numeracy throughout the school. A teaching and learning policy has been fully established and this has contributed to improvement in teaching. All schemes of work are now in place, dated and are regularly reviewed. There are now good procedures to monitor what pupils know, understand and can do, especially in English and mathematics and the information is well used to plan future work and to set targets for improvements. Curriculum co-ordinators provide good leadership and most have undertaken some monitoring and evaluation of their subjects. The school has greatly improved the use of homework to enhance learning.

Taking into account the many improvements made since the last inspection and the school's successful drive towards raising standards, its capacity for further improvement is judged to be good.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	E	D	C	well above A average above B average C below average D well below E average
mathematics	D	D	C	B	
science	E	E	D	C	

The results of the 1999 National Curriculum tests show that standards are below average in English and science and average in mathematics. When compared with pupils from similar schools the results are average in English and science and above average in mathematics. The overall trend of achievement by pupils at Key Stage 2 in English, mathematics and science over the past four years has been upwards. Targets for improvements in the national tests in the summer of 2000 are realistic but moderately challenging.

Inspection evidence shows that, by the time pupils leave school at the end of Key Stage 2, standards are in line with the national expectations in English, mathematics, science and information technology but below the requirements of the locally agreed syllabus in religious education. In all other subjects, standards are in line with those found with similar aged pupils except in physical education which is above. Considering the low attainment on entry and a high proportion of pupils with special educational needs, pupils are achieving well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning and concentrate well.
Behaviour, in and out of classrooms	Good. Pupils respond positively to the school's expectations and behave well. They are polite and courteous.
Personal development and relationships	Relationships at all levels are very good. Pupils show initiative and personal responsibility. However, too few opportunities are provided to develop their capacity for independent learning.
Attendance	Attendance is now satisfactory, although some pupils still take long holidays during term time. Most pupils are punctual.

## 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.*

The quality of teaching has improved since the last inspection. There is much less unsatisfactory, and a higher proportion of good and very good, teaching throughout the school. This has a positive effect on what pupils learn. Of the lessons observed, 96 per cent were satisfactory or better of which 54 per cent were good and 16 per cent were very good or excellent. Only four per cent were unsatisfactory.

Teaching in nursery and Reception classes is effective. Good organisation and management set high expectations of pupils' behaviour and a good range of activities is provided to encourage pupils to be independent. The teaching of English and mathematics in both key stages is good. The National Literacy and Numeracy Strategies are implemented effectively and have raised standards of attainment overall. Pupils with special educational needs are well catered for in most lessons. The teaching they receive in small groups is very good. Teachers are successful in challenging higher attaining pupils in English and mathematics lessons. The management of pupils is good and this leads to a calm, orderly environment in which pupils can concentrate and make good progress.

Whilst the planning in literacy and numeracy is good, plans in other subjects do not always give clear information about what pupils of different abilities and needs will learn, understand and do by the end of the session, nor make reference to the National Curriculum levels.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum, which is enhanced by very good extra-curricular provision. The curriculum for children under five, although broadly satisfactory, does not offer sufficient opportunities for outdoor activities.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. Organisation and management are efficient; particular emphasis given to literacy and numeracy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' social development is very good. The provision for pupils' spiritual, moral and cultural development is good. Cultural development has improved since the last inspection and pupils are encouraged to appreciate the value of their own culture as well as that of others.
How well the school cares for its pupils	Teachers know their pupils well. Procedures for assessing pupils' attainment and progress are good,. There are very good procedures for monitoring behaviour.

Parents are kept well informed about the life of the school, however, there is little written information available for parents about the curriculum. The school has plans to address this.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher, deputy headteacher and the senior management team provide strong leadership in all aspects of the school's work.
How well the governors fulfil their responsibilities	The governors have developed their strategic management role well and fulfil all their statutory requirements effectively.
The school's evaluation of its performance	Very good. The school evaluates its performance effectively in the development plan and prioritises the relevant areas
The strategic use of resources	Very good. Financial planning is carefully linked to raising standards and the school evaluates the effectiveness of all decisions made. Best value is sought in all purchases.

The school has adequate staffing and resources to support pupils' learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school encourages pupils to have positive values and attitudes.</li> <li>• The standards are getting better</li> <li>• The school provides an interesting range of activities outside of school</li> <li>• Their children like school</li> <li>• The school helps their children to become mature and responsible.</li> <li>• Behaviour is generally good</li> </ul>	<p>A significant minority of parents expressed concerns over particular areas, especially:</p> <ul style="list-style-type: none"> <li>• They are not kept sufficiently informed about what is taught;</li> <li>• More able pupils are not always challenged enough;</li> <li>• They would like more information about their child's progress</li> <li>• The inconsistent approach to homework</li> </ul>

Inspection findings support all the positive views expressed in both the questionnaire responses and at the meeting with parents. In all instances of parents expressing a negative view, there was a contrary positive view from other parents. The inspection team considers that insufficient information is provided about what is taught. Homework has been inconsistent in some classes where there has been reliance on supply teachers. It did not, however, find evidence during the inspection to support the concerns of a minority of parents about progress reports or that the more able pupils are not challenged sufficiently. The inspection team was not able to become involved in individual parental complaints, but there is no doubt that a significant minority of parents are still not satisfied with a number of issues. The school is keen to rectify this.

## **PART B: COMMENTARY**

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

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

1. The previous inspection in 1996 identified the school as having serious weaknesses directly related to standards. These were below national expectation in English, mathematics, science and in a number of the foundation subjects at the end of both key stages. However, in the years following the inspection a number of initiatives has been put into place to address this: intensive monitoring and evaluation of teaching and learning, implementation of the literacy and numeracy strategies, setting of pupils in English and mathematics, the implementation of a new scheme of work in science, booster classes and target setting. All of these are having a particularly beneficial effect on standards which are now in line with national expectations in all subjects except in religious education which is below the requirements of the Local Agreed Syllabus. In physical education pupils attain standards above those expected for their age by the end of Key Stage 2. The school is confident that standards will continue to rise.
2. At the end of Key Stage 2, National Tests results for 1999 showed that pupils reached levels which were below the national average in English and science but in line with national standards in mathematics. However, when these standards are compared with similar schools this shows a different picture. Pupils' attainment was above average in mathematics and average in English and science. Over the last four years the school's national test results for all of the core subjects has been broadly in line with the national trend.
3. Standards at the end of Key Stage 1 in the 1999 National Tests taken at the end of Year 2, showed that pupils attained standards which were average in writing, below the national average in mathematics and well below in reading. The teachers' assessments of pupils' attainment in science showed standards to be below average. In comparison with similar schools, the results were well above average in writing, average in mathematics but well below in reading.
4. Senior managers complete a very rigorous analysis of standards as part of their ongoing monitoring of the school's work. Weaknesses in standards are detected very quickly and effective action is taken. National Curriculum tests results are analysed and the information well used. The school has set formal targets for 65 per cent of its pupils to reach, or exceed, the expected level in the national end of Key Stage 2 tests and assessments in English in the Year 2000 and for 67 per cent of pupils to meet or exceed this level in mathematics. The targets were exceeded in mathematics in 1999 and represent only a moderate degree of challenge. However, the pupils are on course to exceed them this year and this will help to close the gap between standards in this school and those in schools nationally. Personal targets are also set for each pupil and these are reviewed regularly for success.
5. The literacy and numeracy hour are having a particularly beneficial effect. Earlier in the key stage, additional literacy support is also impacting well on standards. Reading remains a weakness, though the school identifies this clearly in its priorities for improvement and is working soundly to boost standards. Overall, the implementation of the literacy and numeracy hour is good and this is already showing positive results in terms of improved quality of learning and better standards.
6. There is a very wide range of attainment among children who enter the school. Overall, their attainment is well below that of children of a similar age, particularly in the key skills of language and literacy. The nursery offers a good level of provision and all children make good progress in all areas of learning before moving on the Reception classes.

Assessment carried out on children soon after they start the Reception classes shows that attainment overall is still below average despite the good progress that children make in the nursery. During the time they spend in the Reception classes children continue to make at least good progress in nearly all areas of learning, except physical development where progress is not as good because of limited resources. By the time they reach five most display levels of attainment in line with expectations in all areas of learning except language and literacy and aspects of physical development. Overall, their progress before they have reached their fifth birthday is good and under fives make a sound start to learning and are prepared for statutory education in Key Stage 1. In the previous inspection report there was no clear judgement about attainment in the designated areas of learning for children aged under five because separate Reception classes only began in September 1999.

7. By the time pupils leave school, attainment in English is in line with the national expectations in all aspects. Pupils' progress is good in all areas of the subject except in handwriting and spelling where progress is satisfactory. Good progress is due in part to the positive ethos for learning, good quality teaching observed in many of the lessons and the implementation of the literacy hour. In both key stages pupils' listening skills are better than their speaking skills because they behave well and are attentive. They listen attentively to teachers and to one another and willingly contribute to class discussions. Most pupils speak with clarity, using a wide vocabulary but at times find it difficult to express their thoughts and ideas using full sentences. In reading at the end of Key Stage 1 attainment is below national expectations. Some pupils use their phonic knowledge to help with the reading of unfamiliar words and a few read simple text fluently and with good expression. However, the majority are unable to apply the skills learnt in the literacy session to their reading and most have limited strategies for decoding the meanings of unfamiliar words. Their understanding of what they read, and their ability to describe what happened in a story, or what might happen next, is limited. In Key Stage 2 progress is good and by the end of the key stage standards are in line with those expected nationally. Many pupils enjoy reading. They talk about plot and characters and make critical comments on the books that they read. Higher attaining pupils accurately locate information using a table of contents and use sub-headings to find specific information. Overall pupils' research skills through the school are not well developed. By the end of Key Stage 1 pupils write stories and factual accounts with increasing accuracy and clarity. Most use capital letters and full stops in their writing correctly. By the end of Key Stage 2 pupils write effectively for a wide range of purposes and readers. They spell and use punctuation accurately. Standards in handwriting practice and for display work are sound. However, presentation of written work in other subjects is inconsistent across the school.

8. In mathematics, where the school has made successful efforts to improve standards, attainment is now in line with national expectations at the end of both key stages. At the end of Key Stage 1, most pupils are confident in ordering numbers to one hundred, recognise the significance of tens and units and solve simple calculations. They understand the language of number and apply numerals and other mathematical symbols such as 'plus' and 'equals' signs in a range of different situations. By the end of Key Stage 2, nearly all pupils understand the relationships between fractions, decimals and percentages and use this knowledge successfully in solving everyday problems. The introduction of the numeracy strategy is beginning to help all pupils to use and apply their mathematical skills in more 'meaningful ways'. However, pupils have fewer opportunities to try different approaches, to devise their own way of recording or to choose their own equipment.

9. When pupils leave school at the end of Key Stage 2 attainment in science is in line with national expectations and progress is good. By the end of Key Stage 1, pupils know about the conditions required to promote healthy growth in seeds and know that eating the right types of foods is important. They have a good understanding of how the properties of different materials make them suitable for different uses. By the end of Key Stage 2, nearly all pupils have a sound understanding of how to plan and conduct an experiment. They carry out experiments, make predictions about outcomes and use scientific vocabulary appropriately and with increasing confidence. They understand the properties of solids, liquids and gases

and learn about the separation of mixtures using a range of equipment and techniques. Literacy skills are used to communicate findings in well-written reports, particularly in Year 6 and work in science makes a good contribution to numeracy through the use of tables and charts to present findings and display information. However, much of the work seen in pupils' books in both key stages is the same for all pupils regardless of their level of attainment. This is unsuitable for some of the lower attaining pupils when they do not have additional support, and reduces the standards for the higher attaining pupils in particular, which shows clearly in the relatively low number of pupils who attain the higher levels.

10. In religious education, standards at the end of both key stages are below the expectations laid down in the Local Agreed Syllabus and progress is unsatisfactory. This is partly due to some teachers' weak subject knowledge, poor planning and insufficient time provided for pupils to consolidate learning in order to gain a better understanding of some of the world's great faiths. However, progress in the lessons observed is at least satisfactory. Starting from a low base some younger pupils have an awareness of a variety of religious festivals and celebrations. They are aware of other people's feelings and are beginning to express their own feelings and emotions. By the time pupils leave school some understand that different religious groups have sacred books and recognise some of significant similarities and differences between major world faiths, such as Judaism and Christianity.

11. Standards of attainment in information technology are in line with expectations when pupils leave school at the end of Key Stage 2 and progress is satisfactory overall. At the end of Key Stage 1 most pupils show familiarity with the keyboard functions and are quick and skilful in their control of the mouse for selecting an icon and moving items around the screen. By the age of 11 most pupils confidently use CD-ROM programs to research information and help them support other subjects such as writing stories in English. There has been significant improvement in resources and pupils have improved their skills.

12. As indicated elsewhere in this report, standards in all other subjects of the curriculum show an upward trend and are much improved since 1997. Those for design and technology, geography, history, music and art are broadly average for the ages of seven and 11. Progress is sound. In physical education work is above the standards expected of pupils of a similar age and progress is good.

13. Pupils with special educational needs reach good standards of attainment against the learning targets set for them in their individual educational plans and their progress is good as seen in their reviews and in their class work against the targets set. Higher attaining pupils achieve well in English and mathematics but their work is not always challenging enough on other occasions. However, the progress of some lower and average attaining pupils is inhibited because many of these pupils have difficulty with specific and technical vocabulary and teachers' planning does not always identify the vocabulary linked to the subject. There was no evidence of significant variations in the attainment of boys or girls, ethnic minority groups or pupils from differing backgrounds during the inspection.

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

14. The standards of positive and enthusiastic attitudes to work in school commented upon in the last report have been maintained overall. Pupils' good attitudes, behaviour and very good relationships make a positive contribution to the ethos of the school and to the way pupils learn.

15. Most pupils are keen to come to school. Their attitudes towards their learning are almost always good. They generally listen well, and work well individually and in groups. They tackle their work eagerly in order to get all their work done and persevere even when they find the tasks demanding. Pupils are polite and courteous to each other and to all adults within the school. Teachers' attitudes to pupils ensure that pupils respect the views of others. Good

attitudes are fostered in part by the good example of staff, their teaching and their high levels of expectation in regard to effort and good work.

16. Pupils have good relationships with each other and with adults. They get on well together in the classroom as well as in the playground. They take turns and put up their hands to answer questions. They behave well in lessons, around the school and at play. There were no instances of bullying witnessed during the week of the inspection and pupils spoken to said they were happy that any incidents would be dealt with quickly. There were three exclusions during the past year.

17. Pupils' understanding of the impact of their actions on others is satisfactory. Through circle time they are given the opportunity to reflect on what they do. In a Year 3 English lesson, pupils used opportunities to discuss ideas enthusiastically and sensibly. Pupils respond well to opportunities for personal development, willingly undertaking duties such as House Captains, School Council, wet weather monitors and the buddy system.

18. Although attendance is below the national average, and unauthorised absence above the national average, overall attendance is satisfactory.

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

19. The quality of teaching is good throughout the school with 96 per cent of teaching in lessons observed being satisfactory or better. In 54 per cent of lessons the teaching is good or better with 16 per cent being very good or excellent. This is a significant improvement since the last inspection when 86 per cent of teaching was satisfactory with one third being good and little very good teaching seen. Weaknesses identified in teaching have been addressed and this, in part, is responsible for the improvement in pupils' standards. A teaching and learning policy is now in place which outlines features of high quality teaching.

20. Teaching in the nursery and Reception classes is good. The care with which children are assessed ensures that activities develop pupils' skills and knowledge systematically. A good range of activities is organised and managed well so that children learn to work independently.

21. Teaching in both key stages is good. The good quality teaching has a positive effect on pupils' learning in all stages of their education, particularly in Key Stage 1 where no unsatisfactory teaching was observed, and pupils make good progress. A particular strength of the teaching is the good management of pupils and the often very good relationships that teachers have built up with their pupils. The atmosphere of mutual respect and shared objectives that teachers create in their classrooms encourages pupils to do their best and learn effectively. A good range of teaching methods is employed by teachers to deliver the National Curriculum to pupils of all abilities. These methods are carefully thought out to match both the subject content and the needs of the pupils. When appropriate, for example in an excellent Year 5 science lesson investigating evaporation, pupils are encouraged to work together in groups. They were able to concentrate well and support each other in their learning due to the exceptional organisational skills of the teacher. In other lessons pupils work independently and take some responsibility for their own learning. They are eager to succeed and make good progress. This was clearly seen in a Year 4 numeracy lesson in which pupils were investigating magic squares. All pupils were very enthusiastic about the challenges they were set and worked with dogged determination to solve the problems as quickly as possible. They were extremely, and justifiably, proud of their efforts and wanted to continue when the lesson ended.

22. Teachers usually have high expectations of their pupils' work and behaviour and plan work which is challenging and designed to stretch the thinking of all the members of their class or set. Pupils respond well to this and are keen to do their best in the vast majority of lessons. A Year 5 mathematics lesson was a good example of this. Pupils were assessing

the value to be gained from bulk buying and the teacher had graded the work extremely carefully to ensure that pupils had tasks that closely matched their prior attainment and were designed to move them swiftly on to greater understanding. All the pupils in the lesson were fascinated by the topic, worked diligently and behaved in an exemplary manner throughout.

23. Lesson planning in English and mathematics is soundly based on National Literacy and Numeracy Strategies. Learning objectives are often clear and plans identify the provision for pupils of all abilities. However, this good practice is not always evident in other subjects of the curriculum and lesson plans do not always identify the provision for pupils of all abilities including those with special educational needs, those with English as an additional language nor make reference to National Curriculum levels.

24. In the few lessons where teaching is less than satisfactory, teachers' subject knowledge is sometimes weak, the lesson lacks pace and challenge and planning does not clearly identify the learning objectives. Pupils are left unsure as to what they are expected to achieve in the lesson and are unable to focus on improving their skills and knowledge.

25. The basic skills of literacy and numeracy are, in the main, well taught throughout the school. Teachers have a good understanding of the national strategies for teaching literacy and numeracy and plan their lessons well. They ensure that pupils have a secure understanding of the work before moving them on to the next stage in their learning. Teaching in other subject areas is also often good with examples of good or better teaching in all subjects. The teaching of the under fives is a particular strength with 83 per cent of teaching being good or better. Teaching of history, science, physical education and design and technology is also predominantly good. Homework is set consistently and is used effectively to reinforce learning and to extend pupils' knowledge. Pupils generally complete their homework conscientiously and hand it in on time.

26. The teaching of pupils with special educational needs is good. Their learning throughout the key stages is good, particularly in relation to literacy and mathematics. Pupils have appropriate activities for these subjects enabling them to participate in all sessions. However, in some other curriculum areas such as history and geography, activities are not always sufficiently adapted to meet their needs. Insufficient resources are used to support their language development and to ensure they build thoroughly on their experiences. Adult support in class and in small withdrawal groups is well organised and there is clear and focused planning to meet the pupils' needs.

27. Pupils learn well in both key stages, in all years and in most subjects. They are interested in their work and strive to do well. This was abundantly clear in a Year 6 gymnastics lesson where all pupils gave of their best and made very good progress in the course of the lesson. They willingly demonstrated their achievements to help other pupils improve their own individual performance. In many other lessons pupils are encouraged to evaluate their own work, comment on their strengths and identify areas in need of further improvement. Pupils understand what they are doing and why, and as tasks are completed, they have a clear understanding of how well they have done.

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

28. At the time of the school's previous full inspection few schemes of work were in place. The school has addressed this issue well. There are now schemes of work for all subjects which enable teachers to plan work that builds on prior knowledge and understanding throughout the school. Planning to meet the needs of all pupils, particularly the higher attainers, was a key issue. This has been addressed well in literacy and numeracy but not consistently in other subjects of the curriculum. The school now provides a good range and breadth of learning opportunities. Statutory requirements are fully met. Overall, provision for children under five years old is good with an emphasis on personal and social development and literacy and numeracy.

29. In the school's previous inspection, subjects were planned following a topic approach. Subjects are now taught discretely and this ensures that knowledge and skills are taught in a systematic way as pupils move through the school. The school has made good use of national guidance published so far to develop schemes of work in many subjects and has drawn up their own for other subjects. Observations during the inspection indicate that teachers are using them appropriately to plan work for their classes. Religious education is based on the local authority's Agreed Syllabus, aspects of which are taught effectively in daily acts of worship. The Literacy and Numeracy Strategies are fully in place and are taught daily. The National Numeracy Strategy has been very effective at deepening pupils' understanding of mathematical concepts.

30. The provision for pupils with special educational needs is generally good. The class teachers have had training to write targets for their pupils on individual education plans and are therefore knowledgeable about pupils' needs. Planning appropriate targets is improving as teachers prepare more. This enables teachers and support staff to plan appropriate tasks for literacy and numeracy. Targets for pupils' behaviour and social development are also included but these are not always shared with all staff particularly where sets are used in English and mathematics and not all staff are aware of the consistent approach to be applied for these pupils. Pupils are generally included in the literacy and numeracy hour for the full session but on occasion are withdrawn for short term "catch-up" courses in particular areas such as phonic courses or for sequencing work.

31. The range of extra-curricular activities is very good. After school, pupils learn gymnastics and are able to play netball, football and cricket. Sports are popular and football teams have won recent awards for 7 and 6 a-side leagues. Other clubs include drama club, which recently performed Aladdin. Pupils in Years 1, 2, and 4 can take part in focused writing during Easter and Summer School. During term time extra support is provided with Writers' Club, Egg and Bacon Club, science and mathematics booster groups. Year 6 pupils are also supported through lunchtime homework sessions. Theatre groups have involved pupils in Years 5 and 6 in science performances. Specialist music teachers assist some pupils to learn the violin. A number of clubs is run in conjunction with parents and governors. The variety and quality of this provision are very good and appreciated by parents and pupils alike. Pupils in Year 6 benefit from a residential visit to the Isle of Wight and there are visits to an appropriate range of places in the locality to support learning in history and geography.

32. The provision for pupils' personal and social education is generally satisfactory. Appropriate policies are in place and aspects of the provision, including sex and drugs education, are delivered through science lessons and circle time in Key Stage 1. However, there is no planned provision for 'circle time' or regular discussion of social and moral issues in Key Stage 2. The school promotes equality of opportunity for boys and girls in most aspects of its work.

33. There are good links with the local community. Parents sometimes use their individual expertise to support lessons. The school has regular visits from a small group of pupils from a nearby special school which works alongside pupils in Year 6. The police service also provides good support for the school. Year 6 pupils take part in a citizenship programme. Classes do not visit the local church as part of their work in religious education and history, however, the local vicar regularly leads assemblies at the school. Local companies have provided wooden seats for the playground. The school participates in local sporting events and holds regular sessions where parents are able to visit class teachers.

34. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. Social provision is very good, moral and spiritual are good, and satisfactory provision is made for pupils' cultural development. This is an improvement since the last full inspection when spiritual and social development provision was satisfactory.

35. Pupils' spiritual development is well supported by carefully planned whole-school and class-based assemblies. These are clearly linked to broad themes which reflect Christian values and meet with statutory requirements. There are opportunities to reflect on symbols such as candles and light in assemblies. Children are further asked to consider sharing in acts of collective worship. Pupils have written their own personal target which included 'Trying my very best'. One of the school's aims is 'to share the joy of learning'. This was evident throughout the school. Lessons about Grace Darling also included a discussion about bravery and so helped pupils develop spiritually.

36. Provision for pupils' moral development is good overall. Many teachers provide very positive role models in their relationships with one another and with the pupils that they teach. Support staff also play an important part in encouraging respect and value for one another. School rules are clearly defined and are displayed in every classroom as 'Core Rules'. Honesty is respected in this school and every opportunity is taken to ensure that all pupils are aware of this.

37. Social provision is very good in the school. Pupils enter the school with very varied social skills and all staff in the school work hard to provide good models for pupils and to encourage positive social behaviour. This is seen to good effect in the dining hall and playground where, from the attractive and well-cooked meals to the friendly family atmosphere of the dining area and playground, pupils are encouraged to behave with courtesy and respect to adults and each other. The school council enables pupils to be involved at an appropriate level, thus developing their sense of involvement in the school community and their sense of responsibility. However, pupils do not have many opportunities to use their initiative and take responsibilities on for themselves. Strategies to handle bullying are well in place, but letters do not always go home to parents informing them about the steps which are being used to handle individual events. The 'Welfare Room' provides a haven for pupils when they are ill or upset during the lunch hour and at all times of the day.

38. Provision for pupils' cultural development is satisfactory. Pupils experience a good range of opportunities in order to learn about western culture in the planned curriculum in art, geography, music and history. They paint and create pictures in the style of famous artists from both western and other cultures, such as Indian and Japanese. Stories and tales from other cultures are explored through new resources for the Literacy Hour. These make attractive and stimulating displays. However, insufficient use is made of visits and visitors from other religious and cultural backgrounds.

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

39. The school is a caring community in which all members of the staff demonstrate good levels of concern for the welfare the children in their care. Teachers know their pupils well, have a good knowledge of their individual needs and respond to them well. The school provides a safe and secure environment and this enables pupils to make good progress throughout the years.

40. The school's management of health and safety is good; there is a Health and Safety Committee comprising staff and members of the governing body. There are good arrangements for the administration of first aid, with a member of staff always available in the medical room should any pupil require attention.

41. The school follows the local authority's guidelines for child protection; the Headteacher is the designated officer for child protection. The majority of staff have received training in child protection procedures and are aware of the need to inform the headteacher if they have any concerns.

42. The school has good processes to monitor attendance and absence. The procedures for monitoring and promoting discipline and good behaviour are also good. A

behaviour policy is in place; rules are displayed in the classrooms and regularly reinforced by class teachers, which means pupils are clear about the difference between right and wrong. Promotion of good behaviour is carried out through the use of rewards. An anti-bullying policy is in place, and all incidents are logged and monitored. However, parents expressed concern that they are not always informed of the outcome of any incidents of bullying.

43. The school's procedures for pupils with special needs comply with the Code of Practice and the management of the administration of large numbers of individual plans requiring reviews is very good. The co-ordinator for special needs keeps detailed and significant records of the school's work with outside agencies such as the educational psychologist and the speech therapist, and works closely with support services for pupils with behavioural difficulties in local schools. All the consultants are highly valued members of the team. All the paperwork is well organised and the register of pupils with special needs is up to date. However, the school would benefit from an ongoing register of pupils' movement up and down the stages of the Code of Practice as previously suggested by the local authority advisor for special needs.

44. Since the previous inspection, there has been considerable improvement in the school's procedures for assessing, monitoring and reporting on pupils' attainment and progress. There is now consistency in applying assessment systems, achieved through assessment weeks. There are good 'hand-over' arrangements in September for new classes. These involve data and teacher consultations. The school has a satisfactory and clear system of formal assessments which is used to monitor pupils' progress, predict the attainment of individuals and the attainment of year groups and determine the make-up of ability sets. Mid-year assessments are used to check that pupils' progress is as predicted and to adjust ability sets. The annual report to parents is based on assessments throughout the year. In English and mathematics teachers identify pupils who achieved more than expected in each lesson, and pupils who did not achieve the learning objectives. Although there are some inconsistencies in the regularity with which this is done, on the whole, this procedure ensures teachers look at pupils' attainment critically and make judgements about pupils' progress. Teachers know the strengths and weaknesses of their pupils, particularly in English and mathematics. Pupils' work is marked regularly and this often records teachers' judgements on achievement, for example, 'well done, you used commas correctly in this work'. The main weaknesses in the current system are a lack of opportunity for teachers to moderate their judgements about the standards achieved by pupils with other teachers who teach parallel classes and from year to year. Opportunities when marking to guide pupils in the next steps of their learning are missed. Reading observations are completed by classroom assistants and parents and as a result they often lack the clear judgement on attainment which teachers make. These records also miss the opportunity to identify the next step for pupils.

45. In many classes teachers have begun to set individual targets for pupils in English and mathematics. Inconsistencies and targets that are sometimes too general mean that this system is not yet working effectively in all classes to help pupils improve their work. However, it is working well in Year 6 where pupils are clear about what they need to do to make progress. Termly meetings with parents to discuss pupils' attainment and targets provide a good opportunity for school and home to work together to support and improve the attainment of individual pupils.

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

46. The school makes good provision for parents to become actively involved in a partnership for the education of their children. Unfortunately, many do not respond to these efforts. As a result the impact of parental involvement on pupils' learning is disproportionate to the efforts of the school. Parents' views of the school are generally good. The majority of parents are happy that their children like school, and are happy that their children make good progress at the school. Most feel that children behave well and the school helps their child to

become mature. The findings of this inspection support these views. A small minority of parents do not feel their children receive the right amount of homework, however, this inspection found that homework was regularly referred to in class and that a significant amount of homework is sent home.

47. Parents have appropriate opportunities to become involved in their children's learning, but many choose not to do so. Newsletters keep parents informed about what is happening in school. Parents spoken to say they are made to feel welcome in the school and that all staff are approachable. A small number of parents regularly helps in the classroom, and the school appreciates their work. The quality of information provided for parents by the school is good. However written information about the curriculum is limited. Curriculum evenings have also been held for parents, although these were not well attended.

48. Parents are given good opportunities for informal discussion with class teachers at the end of the school day, as well as regular formal meetings to discuss their children's progress, review their targets with staff and to view their children's work. Written annual reports for parents are satisfactory and give details of areas for improvement. Governor surgeries are held which gives parents opportunities to discuss concerns with members of the governing body.

49. The school prospectus meets statutory requirements; the Governors' Annual Report for Parents is missing some minor information.

50. The school has very good links with parents of pupils with special needs and provides excellent support for parents and pupils. Regular reviews are held to which parents are formally invited and they are able to comment verbally and in writing on the progress of their children. The school provides excellent opportunities through workshops for parents to learn how to help their children with behaviour management techniques and literacy skills at home. These are ongoing and have been well attended and much appreciated by parents who attend.

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

51. The leadership and management of the school are good. The headteacher, ably supported by the deputy headteacher and senior management team, provides clear, influential and supportive leadership. His corporate approach to leadership, where all contributions are valued, has helped to develop a cohesive team with a common purpose. Teachers and support staff work well together and new members are quickly assimilated into the team. All staff are dedicated, hardworking and share a sense of purpose for raising standards and making further improvements to teaching and learning. The headteacher successfully led the school in tackling the serious weaknesses identified and as result many new strategies have been put into place to improve educational standards, for example, reviewing policies and using national and school test results to track pupils' progress. As a result standards have improved year on year in the core subjects. The overall quality of teaching has also improved and is now more consistent. The school is in a good position to continue its improvements because of the good leadership provided by the headteacher and the effective support of the governing body. Its capacity for improvement is good.

52. The school has a very good ethos, which contributes significantly to the effective learning environment. Relationships within the school are very good and this creates a warm and secure environment with a high degree of trust amongst both staff and pupils. There is a firm commitment to equal opportunities, particularly in the encouragement given to pupils with special educational needs and to pupils for whom English is an additional language.

53. The school's leadership is committed to promoting equality of opportunity for all pupils, and it provides good support for pupils with special educational needs. However, less attention is given to the needs of pupils of different abilities in subjects other than literacy and

numeracy. Provision for pupils with special educational needs is well organised and the management of individual education plans, annual review and communication with parents is good. Records are organised methodically and the school now has effective arrangements for identifying and assessing needs. All statutory requirements relating to the special educational needs Code of Practice are now met.

54. The school plans well for change and its development plan is a useful document covering a period of one year in detail set within a three-year span. Priorities are clearly identified, relevant to the needs of the school and are based on a thorough analysis of the school's needs, and a review of developments to date. These priorities already identify many of the issues identified in this report and the school is well on target for many of them. An annual review of the development plan ensures that the school remains on track to meet its targets and that priorities are still relevant to changing needs.

55. There are very good systems in place by which the headteacher, senior management team and some curriculum co-ordinators effectively monitor standards and provision. Monitoring is given a high priority and has developed continually since the previous inspection with considerable success and has involved all staff in much hard work and self-evaluation. The well-devised and supportive system of monitoring informs the headteacher and senior staff about the quality of teaching and contributes significantly to improving standards in the school. The information produced is put to good use and the outcomes shared with staff and governors. A noteworthy feature is the appointment and involvement of the AST (Advanced Skills Teacher) in the monitoring and coaching of colleagues. The work of curriculum management, in respect of the monitoring of planning, teaching and the standards, is insufficiently delegated to all subject leaders, for example, the co-ordinator for religious education currently has no effective role in monitoring teaching or the impact of the curriculum on pupils' learning. Not all co-ordinators are directly leading the development of their subject.

56. Governors make a valuable contribution to the life of the school and share with staff a firm commitment to raising standards. They are well informed, give good support and increasingly ask questions to establish whether decisions taken are the right ones at the right time. The new chair of governors provides a very clear vision of how the governing body will work in tandem with the staff of the school. Within an appropriate structure, the governing body is successfully supporting the work and direction of the school. Governors play a significant part in setting the strategic objectives. Many governors have actively involved themselves in the life of the school through curriculum and year group links. This has meant much closer contact with the school and in this way, they are aware of some of school's strengths and weaknesses and a greater understanding of their role. Governors fulfil their statutory obligations with regards to the curriculum of the school and are developing their role in formally monitoring the quality of provision.

57. Financial planning by the headteacher and governors is very good. They have a very good overview of the school's finances and are extremely well supported by the bursar who maintains meticulous records and keeps them fully informed of the financial situation on a regular basis. There is an effective finance committee of governors which, in conjunction with the headteacher, carefully considers the budget each financial year. The budget is then set and submitted to the full governing body for approval. It is closely linked to the educational priorities set out in the school development plan and all concerned have a clear vision about how best to achieve these objectives.

58. Funds for pupils with special educational needs and the classroom support staff for such pupils are used well; support for those pupils is good and reflected in the good progress they make through the school. Effective use has been made of funds to support the school's successful drive to improve standards in literacy and numeracy. A future priority is the improvement of the provision for information technology and the headteacher and governors are actively considering a variety of possible ways to achieve this. The school is particularly

keen to maximise the income from lettings and, for example, has already let the school house and the playing field to increase revenue.

59. The governors go to great lengths to ensure they receive best value when purchasing supplies and equipment or employing services. Subject co-ordinators report to the governors to explain the impact which expenditure in their subject areas has had on standards. The school makes good use of human and other resources and provides good value for money.

60. As with many other schools in the borough there has been a high turnover of staff in recent years and recruitment continues to be difficult. However, there is a sufficient number of suitably qualified and experienced teachers to meet the demands of the National Curriculum and religious education. Additional teaching staff with responsibility for the management of the special needs provision or for the provision of cover for teachers with specific staff support responsibilities, enhance the level of staffing. The deputy head and the co-ordinator for special educational needs do not have class responsibilities and are able to fulfil their management roles well. This academic year the school has appointed an advanced skills teacher who is having a positive impact on the quality of teaching. There is generally a good match of teachers' qualifications and experience to their subject responsibilities. Teachers attend a broad range of courses to keep abreast of new developments and have received full training in order to implement the National Strategies for Literacy and Numeracy successfully. At the time of the previous inspection, training needs were identified in science, music, design and technology and information technology. East Sussex Science team has given considerable support in the teaching of science and individual staff members have improved their skills in information technology. The monitoring of teachers during literacy and numeracy sessions has been systematic and helpful but formal appraisal is not in place as the school awaits further guidance.

61. Job descriptions give an overall outline of responsibilities but are not tailored specifically to individuals.

62. At present the school has three newly qualified teachers and induction procedures are good. There is a clear policy for the induction of new members of staff and arrangements for support through the staffing and management structure are effective. New staff are placed with more experienced teachers in different year groups. They each have a mentor who provides professional guidance and the advanced skills teacher gives personal support. There is a good programme for newly qualified teachers which is linked to the local education authority's scheme and adequate release time is given for further training.

63. There is a good number of classroom support staff who are appropriately qualified and experienced. They provide skilled and positive support to those groups of pupils for whom they are responsible. Teachers and support staff provide good role models for pupils. The school is well served by administrative, site management staff, cleaning, catering and midday supervisory staff. All make effective contributions to pupils' wellbeing and the very good ethos of the school.

64. The accommodation is good. Classrooms and shared areas are spacious and well appointed. Staff utilise the space well and displays are of a particularly high standard. There are several specialist rooms, which include a designated music room. This is large enough for class teaching but it is a dark room and is oppressive as there are no windows. Pupils with special educational need benefit from a large teaching room when they are withdrawn for specialised help. There is a good library staffed by a librarian but it is not well used for research purposes. Both school halls enhance the provision for physical education lessons and are well equipped. Outside areas are extensive with large playgrounds and playing fields, an adventure playground and conservation area. The nursery unit has the necessary facilities and children have a good space in which to play. There is no enclosed dedicated play area

with opportunities for climbing and manipulating wheeled vehicles for children who are in the Reception class. Since the last inspection, the school has improved the accommodation by the provision of a new Year 6 block that houses an excellent dining area for all the school and a science room. The school has been able to retain a quadrangle area with outdoor seating and a garden with fruit trees. There is a high standard of maintenance and the school is clean and well kept both inside and out.

65. The range and quality of learning resources are good overall. Audio-visual equipment and library resources are satisfactory and general book provision is well supplemented by the local authority library service.

66. Resources are good in most subjects but there are deficiencies in the hardware for information technology and there are insufficient resources to assist staff development in religious education. Resources have improved since the previous inspection in many subjects. Good use is made of visiting specialists in the arts and pupils benefit from visits to places of cultural and historical interest and a residential stay in the Isle of Wight.

67. Teaching staff have attended training with the special needs co-ordinator to enable them to write the individual plans and to match them securely to the pupils' needs. Support staff attend meetings and have close working relationships with teachers and the co-ordinator to provide a good programme of learning activities. Support staff are well managed in class and support time is used effectively particularly during literacy and numeracy sessions. Learning resources for pupils with special educational needs are satisfactory but some additional work is required to ensure that resources are well matched to the abilities of the children in all lessons.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**This is an improving school. With this in mind the governors head and staff should continue the good work to improve standards by:**

**\* Raising standards in reading at the end of Key Stage 1 by:**

- ensuring that there is a consistent approach to the teaching of phonic skills,
- making greater use of the library to develop pupils' research skills,
- enrichment of pupils' reading experiences - especially for those who are challenged; (paragraph 3, 7, 23, 64, 87, 88, 90)

**Raising standards in religious education throughout the school by:**

- \* completing and implementing a scheme of work in religious education which meets the requirements of the Local Agreed Syllabus and clearly indicates to teachers what pupils should know, understand and have the ability to do by the end of each year,
- increasing staff confidence and knowledge in religious education through suitable in-service training (paragraph 10, 137-142);

**Improving the quality of curriculum planning in subjects other than literacy and numeracy by:**

- ensuring that teachers' plans consistently identify what pupils of different abilities are expected to learn and do by the end of the session, the subject specific reference to National Curriculum Levels (paragraph 23);

**\* Improving the quality of provision for children under five in the Reception classes by:**

- increasing levels of resourcing, especially large construction materials and equipment for good quality outside play to develop children's physical skills (paragraph 64, 77);

**Developing pupils' independent learning by:**

- providing more opportunities for pupils to use their own ideas, make choices about their work and the way it is recorded and to develop the skill of independent research (paragraph 37).

**\* This issue has already been identified by the school**

***In addition, the following less important weaknesses should be considered for inclusion in the action plan:***

- ensure that there are effective whole school procedures for the assessment of pupils' attainment, and monitoring of their progress, in all subjects of the curriculum. (paragraphs 44, 102, 110, 123)
- achieve consistency in the quality of teachers' marking of pupils' work so that comments encourage pupils and inform them about ways to improve their work. (paragraphs 44, 101)
- ensure that some teachers' expectations of presentation and quality are raised. (paragraphs 114, 122)
- prepare pupils better for life in a culturally diverse society. (paragraphs 38)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	126
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	14%	37%	42%	4%	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)	45	523
Number of full-time pupils eligible for free school meals	0	114

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	187

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	68

### Attendance

**Authorised absence**

	%
School data	5.3
National comparative data	5.4

**Unauthorised absence**

	%
School data	1.2
National comparative data	0.5

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

**Attainment at the end of Key Stage 1**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	40	41	81

<b>National Curriculum Test/Task Results</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>	
Numbers of pupils at NC level 2 and above	Boys	26	37	36
	Girls	29	38	34
	Total	55	75	70
Percentage of pupils at NC level 2 or above	School	68	93	86
	National	82	83	87

<b>Teachers' Assessments</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>	
Numbers of pupils at NC level 2 and above	Boys	32	35	34
	Girls	36	33	31
	Total	68	68	65
Percentage of pupils at NC level 2 or above	School	84	84	80
	National	82	86	87

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

**Attainment at the end of Key Stage 2**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	35	46	81

<b>National Curriculum Test/Task Results</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>	
Numbers of pupils at NC level 4 and above	Boys	21	27	29
	Girls	28	27	32
	Total	49	54	61
Percentage of pupils at NC level 4 or above	School	60	67	75
	National	71	69	78

<b>Teachers' Assessments</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>	
Numbers of pupils at NC level 4 and above	Boys	17	30	25
	Girls	24	28	27
	Total	41	58	52
Percentage of pupils at NC level 4 or above	School	51	72	64
	National	68	69	75

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	3
Black – other	1
Indian	12
Pakistani	3
Bangladeshi	1
Chinese	0
White	420
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	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)	25.8
Number of pupils per qualified teacher	23.8
Average class size	24.9

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

Total number of education support staff	14
Total aggregate hours worked per week	356

### **Financial information**

Financial year	
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	£
Total income	1,245,221
Total expenditure	1,278,066
Expenditure per pupil	2,295
Balance brought forward from previous year	118,204
Balance carried forward to next year	85,359

**Qualified teachers and support staff:  
nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	45

Total number of education support staff	3
Total aggregate hours worked per week	98

Number of pupils per FTE adult	11.3
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*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	221

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	43	5	1	0
My child is making good progress in school.	47	42	9	2	1
Behaviour in the school is good.	32	55	9	2	2
My child gets the right amount of work to do at home.	29	52	14	2	4
The teaching is good.	43	50	5	0	1
I am kept well informed about how my child is getting on.	36	45	13	3	3
I would feel comfortable about approaching the school with questions or a problem.	50	38	7	3	1
The school expects my child to work hard and achieve his or her best.	47	47	5	1	0
The school works closely with parents.	28	47	16	4	5
The school is well led and managed.	23	54	10	9	4
The school is helping my child become mature and responsible.	33	56	6	1	5
The school provides an interesting range of activities outside lessons.	26	42	16	5	10

## **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**

68. The attainment of many of the children entering the nursery is well below expectations in language and literacy and below expectations for the other areas of learning. By the time the children reach five years of age the attainment of most is in line with expected levels in all areas of learning with the exception of language and literacy and some aspects of physical development. They make good progress in the nursery and Reception classes in language and literacy, mathematics, knowledge of the world, creative and physical development and very good progress with their personal and social development. The children are mainly grouped according to the time they spend in the nursery although the activities provided throughout the day enable all children to participate at appropriate levels.

#### **Personal and social development**

69. By the age of five children attain standards above those expected in this area of learning and children make very good progress in their personal and social development. Nearly all children settle well, the few exceptions relate to events outside of school. Most are confident to take part in the activities on offer and begin to develop their idea of sharing and taking turns. Relationships are very good and praise and encouragement are used constantly. The children are encouraged to be independent in putting on their own painting aprons, choosing activities and looking after their own coats and jumpers. Good routines give the children the security of knowing what will happen and they can act independently within these constraints.

70. The quality of teaching and learning in this area is good. Children learn to listen to each other and share. They settle well to tasks and develop good concentration to complete activities in both nursery and Reception classes. The children learn to play well alongside each other and when they play outside, they share the large toys with few incidents. The staff provide a calm and purposeful atmosphere which gives good opportunities for children to concentrate. Behaviour difficulties are carefully managed within this framework.

#### **Language and Literacy**

71. The language and literacy skills of children under five are below that expected for their age despite the quality of provision and the progress that children make. However, good foundations enable them to develop well. There is a strong emphasis on encouraging children to listen and they sit well and listen to their teachers during class or group teaching sessions. They are eager to join in sessions but many have limited vocabulary and experiences which limit their ability to answer questions and many use incomplete sentences. However, they are willing to offer information about things they do at school. While the teacher wished to focus on colours the children wanted to focus on their topic of minibeasts. Their limited vocabulary and experiences affect their attainment in other areas of literacy. Although teachers work hard to give children wide and varied experiences the content of their writing and reading of pictures and texts is limited for some pupils by their understanding. Children in the nursery begin to recognise letters in their names and some begin to write groups of letters for others to read. Through 'bookshare' sessions they begin to know a range of stories and associated vocabulary. Some begin to know the sounds of some letters and a few children recognise individual words such as other children's names and "mummy". Role play is developed in the nursery and in the Reception classes. In the nursery children are encouraged to act out home situations while in the Reception class their theme of the sea is successfully developed in the ship on the sea. This provides a very good experience, which focuses on the development of the children's language and provides very good extension to their experiences. Children have good opportunities to act as writers in the nursery and in the Reception classes. However, in

the nursery some opportunities are missed to develop their skills further. Children have few opportunities to write their own names on the work they produce for display and there are few examples of their developing writing skills on display. In the Reception classes children learn through experimenting with their own writing and bring their knowledge of phonics and their knowledge of how writing should look to write simple sentences and phrases. This is well supported by literacy sessions, which follow the Key Stage 1 format while giving children activities that are appropriate to their stages of development.

72. The quality of teaching and learning are good in language and literacy. All staff are aware of the need to develop the children's vocabulary and support their growing confidence. Activities are well planned with a focus on the words that children need to know, and the learning objectives are very clear. However, sometimes opportunities are missed to use the children's knowledge. In a session on finding words beginning with 'm' the children were not asked to give their own examples.

## **Mathematics**

73. Attainment is average by the age of five and a few children are attaining beyond the level expected in some areas of mathematics. In the nursery children are provided with a range of activities which enable them to count accurately up to 10 and know the names of basic shapes. They make patterned sequences with spots on caterpillars, pasta worms, and unifix brick caterpillars using two and three colours. A few of the older children can count beyond 30. However, they are less secure in making comparisons of longer and shorter and taller than themselves. The children in the Reception classes take part in numeracy sessions. They make good progress in their mathematical development and some children begin to achieve above expectations. They begin to add and subtract simple calculations up to 10 or 20 and record their work in a variety of ways both formal sums and with objects. Some pupils begin to count backwards from 20 and most count backwards confidently from 10. In nursery and Reception classes their learning is supported with the use of number rhymes and songs such as "Five speckled frogs".

74. The quality of the teaching and learning is good. In the nursery and two Reception classes children have good learning experiences through games and puzzles suitable for their ages and abilities. Difficulties have arisen in the third Reception class which need to be addressed for these children to make progress in line with the other two classes. This teacher has a good understanding of the needs of children under five but has recently taken on a class that has had different teaching experiences.

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

75. Attainment in knowledge and understanding of the world is in line with the standards expected by the age of five and children make good progress. Themes such as minibeasts and water are planned to enable children to investigate their immediate surroundings in the nursery. The theme of the sea and the activity of planning a garden provide very good extensions to these activities and build successfully on the children's experiences and understanding in the Reception classes. The use of magnifying glasses and the building of minibeasts' homes increase children's knowledge about the creatures around them and develop caring attitudes. In nursery and Reception classes they plant bulbs and seeds and observe their growth learning the language for the appropriate parts of plants. Activities to increase their experiences are closely linked to other Desirable Learning Outcomes and to the early stages of the National Curriculum providing an effective learning environment appropriate to their age.

76. The quality teaching and learning in the nursery is good and in the Reception classes is good and sometimes very good meeting the needs of the oldest children who are beginning Key Stage 1 learning programmes. Overall the progress is good. Reception children

contribute to displays in the classroom and their own early attempts at writing are displayed alongside their observations. Opportunities are planned for them to explore beyond their immediate world and they make routes and simple maps that link effectively to the Key Stage 1 geography targets.

### **Creative development**

77. Children's creative development is at the expected level by the age of five. A wide range of art activities is provided which develop their knowledge of colour and children are able to experiment with printing, painting and drawing. They use scissors with care and accuracy to cut round shapes and make collages relating to their topics. Good observational drawings of bulbs and seeds are displayed when children observe the growth of bulbs and seeds they have planted. Some children accurately show the numbers of petals. The children also have access to a range of music. Very well structured music lessons in the Reception classes, which teach the children about high and low sounds and pace, build very effectively on previous experiences. In the nursery they are able to use tape recorders to play nursery rhymes and sing along in clapping rhythms to well known songs and rhymes.

78. The quality of teaching and learning in this area is good in both the nursery and the Reception classes. Teachers provide a good range of activities and children are on course to meet the Desirable Learning Outcomes by the time they are five years old.

### **Physical Development**

79. Children's attainment in physical education is average. There is good provision in the nursery for the children to develop their physical skills. They are given many opportunities to run, jump and use large play equipment in the outside play area. It is being developed further to include some form of shelter from the sun and poor weather. In the Reception classes there are fewer opportunities for the children to play outside as there is no designated play area and equipment has to be carried in and out as required. Reception children do have access to the school hall where they can play with balls and hoops and learn to control smaller pieces of equipment. Within nursery and Reception classes children develop increasing hand control using jigsaws, playdough, writing, cutting and sticking and the computer mouse. The quality of teaching in this area is good for all children under five apart from the limitations imposed by the accommodation in the Reception classes for prolonged vigorous physical activity.

80. The teachers keep organised files of assessments of children's achievements and through detailed and regular observations provide the children with suitable experiences. However, there is no regular record of free choice activities available to the children to ensure that any individual does not avoid certain areas of the planned curriculum.

## **ENGLISH**

81. Standards achieved by pupils at the end of Key Stage 2 are in line with national expectations. However, standards in writing are higher than standards in reading. Higher attaining pupils at Key Stage 2 achieve well in both reading and writing.

82. Analysis of the National Curriculum tests results for 1999 shows that there has been a steady improvement since the last inspection, but standards in reading were still well below those achieved by pupils in all schools and in similar schools. Standards in writing have shown a good improvement since the last inspection. This reflects the major concentration on improving pupils' writing skills. Standards in writing in 1999 were broadly in line with standards achieved in all schools nationally, and above average standards in similar schools. However, a significant number of pupils attains at the lower end of Level 2 in writing, which has implications for the amount of progress these pupils need to make at Key Stage 2 in order to

reach the national average. Teacher assessment shows that standards in speaking and listening are in line with standards nationally.

83. The findings of this inspection are that standards at the end of Key Stage 1 in English are average overall, but standards in writing and handwriting are better than standards achieved in reading, which are below national average. Standards in speaking and listening and spelling are below those found nationally. Pupils start from a low base and make sound progress but they do not achieve average standards by the time they begin Key Stage 2.

84. Results of National Curriculum tests at the end of Key Stage 2 show the percentage of pupils reaching Level 4 to be below the national average, but the same as results achieved by pupils in schools that are similar to Charville Primary. The proportion of pupils achieving Level 5 is in line with schools nationally. Assessments made by teachers are very similar to test results.

85. The findings of this inspection are that standards at the end of Key Stage 2 are at the level expected nationally, although standards attained by pupils are higher in writing than in reading, where pupils show more confidence. There has been considerable progress since the last inspection where standards and progress were judged to be unsatisfactory. Pupils make sound progress overall, but in Year 3 they currently make good progress. Standards are more closely age appropriate in Years 3 and 4 than in Years 5 and 6. This reflects the impact of the National Literacy Strategy and rising standards in Key Stage 1.

86. Pupils begin Key Stage 1 with reasonable listening skills, but an immature and limited vocabulary with which to express themselves. Pupils make sound progress in Key Stage 1 but by the time they are seven their speaking and listening skills are still below average. In Key Stage 2 pupils make good progress and by the time they are 11, speaking and listening skills are satisfactory. In Year 5 pupils read poetry aloud with expression and verve, and in Year 6 they perform play scripts they have written based on their study of Anne Frank. They use technical language accurately during discussions with their 'response partners'. Higher attaining pupils talk enthusiastically about the books they have read.

87. By the time they are seven the majority of pupils reach satisfactory standards in writing, although there are few pupils attaining the higher levels of what could be expected at this age. Pupils make good progress in Key Stage 1. In the Reception classes they begin to understand the purpose of writing and write their names correctly. Higher attaining pupils identify initial sounds and use them in their developing writing. Their pencil control skills are not well developed. By Year 1 pupils are learning to form and join letters correctly, and copy from the teacher's model. Many struggle to do this. More able pupils write short sentences to begin stories. By Year 2, good progress means that most pupils can write short sentences about characters in a book, and more able pupils begin to be aware of an audience for their writing, for example, when they take on the character of a pet dog. Higher attaining pupils spell common words correctly and pay attention to full stops and capital letters. Average attaining pupils do not spell so well and they need reminders to punctuate their work. Lower attaining pupils write simple sentences with support from an adult. Pupils use their writing skills in other subjects when they make good quality information books on the life cycle of a duck, which is linked to work on 'The Ugly Duckling'. Pupils with special educational needs make good progress as they begin to link their knowledge of simple phonics to spelling simple words.

88. By the time they are 11, standards in writing are satisfactory and pupils make good progress, especially in Year 3. Spelling and punctuation are generally accurate for most pupils by the time they are in Year 6. Pupils develop cursive handwriting but standards of presentation are variable. Their writing reflects a variety of styles and moods. They write newspaper articles, book reviews, arguments, instructions, letters, poetry and play scripts. In Year 5 pupils write witty verses based on a poem by Ogden Nash. Good links with other subjects provide pupils with sound knowledge on which to base imaginative stories. Pupils

write diaries of Victorian workhouse life when they study writing by Charles Dickens. In Year 6 higher attaining pupils write sensitive and vivid paragraphs about the blitz. The challenge and range of topics enable the very able writers to make very good progress and achieve very good standards. Pupils of average ability make good progress and their attainment is in line with what is expected nationally. Although lower attaining pupils do not achieve standards expected nationally in writing they make good progress relative to their previous attainment.

89. When pupils begin Key Stage 1 their pre-reading skills are not well developed. They make satisfactory progress during their time in Key Stage 1, but by the end of the key stage attainment is still below standards expected nationally. Higher attaining pupils read fluently, with good expression and enjoyment. Average attaining pupils do not develop fluency and have a limited number of strategies for reading new words. Lower attaining pupils make satisfactory progress as they develop their skills and are confident reading books they are familiar with. They find predicting what might happen next difficult. At Key Stage 2 pupils make good progress and by the end of the key stage pupils' attainment is in line with standards expected nationally. Many pupils enjoy reading. Higher attaining pupils read fluently and with expression. Some read demanding books, but most choose undemanding texts outside of the more demanding texts they study in the literacy hour. They talk about their favourite genre and have favourite books and authors. They use the text to back up their views on character development. Average attaining pupils, whilst enthusiastic, are not always fluent at reading aloud. Lower attaining pupils read known texts with confidence, but do not always recognise and correct their errors. All pupils can locate information using a table of contents and higher attaining pupils use sub-headings to find specific information. Pupils do not have a good understanding of library systems to find information books.

90. The quality of teaching is sound in Key Stage 1 and good in Key Stage 2. Pupils' learning in Key Stage 1 is sound, and it is good in Key Stage 2. Most teachers have secure knowledge of what is appropriate for pupils and understand the requirements of the Literacy Strategy. In good and very good lessons teachers establish a clear climate for learning and draw children into lessons by successfully communicating their own enthusiasm and knowledge of the subject. This helps pupils to learn well and make good progress. For example, in a poetry lesson, the teacher made her expectations of standards clear, drew out valuable 'top-tips' from the pupils, and illustrated this with a tape of Benjamin Zephaniah reading his poetry. In good lessons pupils are expected to work at a smart pace and time targets help them. This demands good concentration from pupils. In all lessons teachers make skilful use of questions to check and deepen pupils' understanding and to challenge their thinking. The majority of lessons feature an appropriate match of activities to pupils' needs and abilities. In all but a very few lessons pupils' attitudes to learning show a marked improvement from the last inspection. Relationships between teachers and pupils are never less than sound and in good lessons the rapport between teachers and pupils is such that a real dialogue and discussion develops and pupils feel confident to make contributions where they try out their ideas. The Additional Literacy Support programme is well delivered and ensures that lower attaining pupils make good progress in their reading and writing. Pupils with special educational needs in Key Stage 1 are well supported through a phonics programme to increase their skills in this area.

91. In some satisfactory lessons there was a weakness in the pace of the lesson. Pupils were not given sufficiently challenging time targets and the presentation of the lesson by the teacher was insufficiently lively to command pupils' enthusiasm, although they completed tasks as required. Teachers' expectations of presentation of work are not sufficiently high or consistent.

92. The subject is well managed and the co-ordinator has a good understanding of her role and a good overview of pupils' attainment. Lessons are monitored effectively with clear feedback to teachers on the strengths and weaknesses of their lessons. Teachers have improved their teaching through this. The Advanced Skills Teacher is used appropriately to model good practice through partnership teaching. A clear development plan for further

improvements in English is focused appropriately on improving reading. Resources for the subject are satisfactory. There are not always sufficient multiple copies of big books to enable them to be used as a focus for guided reading, or for learning support assistants to have a copy to hand in shared reading sessions. The library has recently been brought back into use, and is a welcoming, well-stocked and attractive room. It has the advantage of a support assistant working there and is open after school. Pupils' library and research skills are not well developed and the library is under-used for this purpose.

93. The curriculum in English is broad, but there is more attention to the skills of writing than to reading and speaking and listening. The format of the National Literacy Strategy is well established. The emphasis placed on writing since the last inspection has been successful in improving teachers' skills and in raising pupils' attainment. There have been improvements in the teaching of reading and the emphasis on developing phonic skills is having a positive effect. There is a good speaking and listening policy to guide pupils' development and to help teachers plan. There is some systematic planning for the development of pupils' speaking skills when response partners are used for focused discussion, but generally key vocabulary is not identified in planning in any subjects.

94. Pupils are assessed regularly through reading tests and end of year tests. The results are then used to set targets for pupils' further attainment. There is some individual target setting in pupils' books, but this is inconsistent. The best practice is in Year 6 where targets are usually small steps, and the purpose is clearly understood by the pupils. Work is marked regularly with positive comments and confirms pupils' achievements. There is a lack of focus on what pupils need to do next to improve their work. Comments on pupils' reading records are sometimes more about attitudes than on specific areas of attainment. They also do not regularly identify where pupils need to improve next. Homework is used appropriately to reinforce and to extend the work covered in lessons.

## **MATHEMATICS**

95. Attainment in mathematics is in line with national standards at the end of both key stages. In 1999, the results of the Key Stage 1 national tests showed attainment, based on average National Curriculum points, to be below the national average overall but the number of pupils attaining Level 3 was in line with national standards. When compared to schools in similar contexts, the test results showed pupils to be attaining average National Curriculum points in line with such schools. From lesson observations and looking at pupils' finished work, the pupils at present in Year 2 are achieving standards as expected for their age. In the 1999 Key Stage 2 national tests, based on average National Curriculum points, attainment in mathematics was slightly above the national average and above average when compared with similar schools. The number of pupils reaching Level 5, with one pupil attaining Level 6, was commendably well above the national average. There has been a very good improvement in standards since 1996 when achievement at the end of both key stages was judged to be well below national standards. Progress is good throughout the school.

96. At the end of Key Stage 1 pupils have a secure knowledge of place value to at least a hundred and quickly recall addition and subtraction facts to twenty. They multiply by two confidently and accurately with higher attaining pupils able to multiply by five. All pupils understand the language of number and apply numerals and other mathematical symbols such as plus and equals signs in a range of different situations. They know the names and some properties of two-dimensional shapes such as squares, rectangles, triangles, pentagons and hexagons. Pupils work accurately with money to solve shopping problems and calculate change from at least one pound. They identify angles greater and smaller than a right angle and find examples in the world around them. By the end of Key Stage 2 pupils have a good understanding of place value to at least a thousand with over half the pupils able to handle numbers to a million with confidence. Pupils use correct mathematical vocabulary and have a good mental recall of number facts including multiplication tables. They understand the relationships between fractions, decimals and percentages and use this knowledge

successfully in solving everyday problems. More able pupils have a very good understanding of probability theory and use a probability line correctly to solve quite complex problems. Data handling is well understood by pupils with all able to interpret a variety of tables, charts and graphs. This includes some particularly effective work with line graphs showing how events happen over time such as a cycling trip or the level of water in a bath. Pupils accurately calculate the area of regular and irregular shapes by using the correct formulae. Pupils use information technology successfully to support their work in mathematics, using calculators when appropriate and computers for data handling.

97. The quality of teaching and learning is good overall. In all lessons the teaching and learning is at least satisfactory with over two thirds being good or better. Teachers have a good understanding of the National Numeracy Strategy and structure their lessons accordingly with all aspects of the subject being well covered each year. Lessons are planned most carefully with clear objectives which are shared with pupils at the start of each numeracy lesson. This enables pupils to focus on the main areas of learning and helps them to make good progress in each lesson. Every lesson commences with a brisk mental mathematics which, in the best lessons, fully involves all the pupils and gives them opportunities to explain and discuss the mental strategies they used in finding the correct answers. This was particularly well demonstrated in a Year 4 lesson where pupils were practising addition and subtraction bonds, including negative numbers. The teacher's good questioning and use of flash cards enabled her to constantly assess pupils' understanding and move them on to further challenging work at the correct level for their abilities. Pupils willingly ask and answer questions and often make valuable contributions to class discussions. This was particularly noticeable in a Year 5 lesson about obtaining value for money in purchasing in bulk. The pupils made many informed and pertinent comments that enabled all pupils to share their knowledge and help them to make rapid progress in their understanding of the work. The setting of pupils by ability in Years 4 to 6 has helped teachers to provide work closely matched to pupils' prior attainment and has had a significant impact on the raising of standards for all pupils. Teachers plan lessons carefully; teach the basic skills thoroughly and with enthusiasm. Learning support assistants are often used effectively to support individuals and groups of pupils who have special educational needs. These pupils make good progress as they move through the school. Homework is given regularly to reinforce and extend learning and has a good effect on both the standards achieved and the positive attitude of pupils to their work. Pupils enjoy their lessons and are eager to do well and reach the highest possible standards. Behaviour is good in lessons and pupils work together well and listen to the views of others.

98. The co-ordinator gives very good leadership in mathematics and supports her colleagues well. Teaching has been monitored to help all teachers improve their expertise and teachers' planning is regularly looked at to ensure that all aspects are fully covered at suitable levels. She has analysed test results to identify areas that need further input as well as finding areas of strength. Pupils are regularly and accurately assessed and set targets for future development. The quality and usefulness of these targets varies between teachers. Some are simply general curriculum statements whilst others are carefully written and dated to help an individual pupil make greater progress in a specific area. Pupils are fully aware of the targets set for them as they are prominently displayed in the front of their exercise books. The school is fully committed to raising standards even higher and the co-ordinator is well supported by the school's senior management team and governors. One governor takes a particular interest in the subject and has attended the numeracy training for governors and visits the school on a regular basis to observe lessons. Resources are good and fully support the teaching and learning of mathematics throughout the school.

## **SCIENCE**

99. Over the past two years since the last full inspection, there has been a steady improvement in standards of attainment in Key Stage 2 National Curriculum tests. Standards

which 11 year old pupils in the school attained in the 1999 tests were below average compared with schools nationally but were average when compared to those in similar circumstances. However, the number of pupils achieving higher standards was below the national average. There has also been an improvement in Key Stage 1 standards of attainment, where teacher assessments in 1999 showed those pupils' attainment to be slightly below the national average. The rise in standards is due to an improvement in the quality of teaching, the adoption of the new national scheme of work and improved procedures for assessment.

100. The findings of the inspection are that the current Year 6 pupils are in line to attain average standards by the time they leave the school. Year 2 pupils are in line to attain average standards this year, which is an improvement from last year. This is due to a more academic year group and greater emphasis on the teaching of investigations, which deepens pupils' understanding.

101. By the age of 7 years pupils have good levels of knowledge about life and living processes. They know about different food types and which are needed to keep them healthy. They can name the senses and draw diagrams of objects that they saw and felt. They record the way a broad bean seed grows. Pupils have good knowledge of materials; they identify what things are made from, such as wood, metal or plastic. A strength of their knowledge is in carrying out careful investigations, observing what happens to a light when it is reflected from different surfaces. They also investigate how push and pull affect the movement of objects as well as which surfaces a model car travels best over. There is less emphasis placed on knowledge of forces.

102. By the age of 11 years pupils know the names of the parts of a plant and the ways seeds are dispersed. They can describe their investigations into what happens to a plant when it is denied light. They form conclusions about their work. However their understanding could be developed by further activities which involve the writing of predictions and conclusions. They carry out soil studies where pupils write predictions about germination in different soils with reasons, such as: 'I think the seed will grow in clay and compost and best because sand is too light and seeds need to grow in dark places.' They can write well about how animals are adapted for their habitats, for example the polar bear. Their knowledge of separation techniques is sound, with some good writing about solids liquids and gases. A strength of the pupils' knowledge in Key Stage 2 is in investigation skills. They can plan an investigation into what factors made a solid dissolve faster well. They use graphs thoughtfully when they draw a bar graph to show the time taken by a spinner to fall when one paper clip was added at a time.

103. The quality of teaching is good at both key stages. When teaching is at its best there is revision of the previous lesson's content and good questioning skills are used to discover the level of pupil knowledge at the start of the session. Teachers then use good subject knowledge to deepen pupils' understanding and set clear expectations of the level of knowledge pupils will develop by sharing learning objects with pupils. They use the school's resources imaginatively to make the lessons interesting and relevant. They value all pupils' contributions and ask them to check errors over carefully. However, marking rarely informs pupils about how they could improve their work. In the one unsatisfactory lesson seen the teaching did not explain scientific concepts clearly, classroom management is weak and assessment opportunities are not highlighted on the planning.

104. The management of the subject is effective and is led enthusiastically by the co-ordinator. They have monitored teachers' planning and displays throughout the school. Pupils' books have been examined and teachers have had opportunities to observe demonstration lessons. The school has updated their policy in the light of the new National Curriculum, adopted the new national scheme of work and has a satisfactory programme of assessment, which provides the school with useful information. However, further development of assessment tasks, which assess pupils' levels of attainment, would enhance teaching if they

were used to inform teachers of pupils' weaknesses. The school has created a portfolio of levelled work concerned with investigation skills and plans to create one for other aspects of the subject. Teachers' planning has clear learning objectives, but it does not consistently plan for more able and special needs pupils or have levels of attainment noted. As a result progress is limited. Teachers would benefit from further training on ways to provide for the different needs of children in science lessons. Neither does the planning highlight key scientific vocabulary except in the better planning seen. The curriculum meets the requirements of the National Curriculum. Although there have been visits into school from the East Sussex Science Team and the Science Theatre Group, the curriculum is not enriched by many educational visits out of school. Resources are good, well organised and used effectively. The subject promotes pupils' literacy skills through the introduction of a science vocabulary and through the written reports of scientific investigation and knowledge. Numeracy skills are consolidated through data collection and the drawing of graphs associated with pupils' work. Information and communication technology was under-used in science lessons during the inspection. The subject makes a good contribution to pupils' social development when they work together and share resources during practical investigations.

105. There have been considerable improvements since the last full inspection, which include the use of a whole-school scheme of work, a resources audit and in-service training on investigation skills' development.

## **ART**

106. Standards in the subject are in line with the expectations of similarly aged pupils nationally. Progress is satisfactory. These findings show an improvement since the previous full inspection, when standards were below average in Key Stage 2. Four lessons were observed during the inspection and judgements are made from these lessons as well as from evidence in pupils' sketchbooks, displays and analysis of the planned curriculum. Pupils show increasing confidence with a range of materials and media. They can talk about a number of different artists and discuss their work. They use paint, watercolours, pastel, felt tip pens and crayon to explore colour, texture and form. The use of paint as a medium is a strength of this subject. Pupils in Reception paint beautiful pictures of flowers. Year 2 create symmetrical pictures using paint and folding carefully. In Year 4 they used watercolours sensitively when they created sky backgrounds and add black paper silhouettes of St. Lucia. Year 1 use pastels well when they draw pictures of owls inspired by reading 'Owl Babies' in the Literacy Hour. The use of sculpture is carefully developed within the school. Year 5 study pictures of people in action poses and create pipe cleaner sculptures sympathetically. Paper sculpture is well developed in Year 6, where they experiment with ways to make paper sculptures and produce a wide variety of high quality examples, before they design their own paper collage. Pupils work carefully with printing techniques. They produce interesting press print designs of leaves in Year 6 and explore printing with different objects in Year 2, when they print imaginary pictures. Most pupils shade their drawings sensitively and are aware of tone and shades in colours.

107. The quality of teaching is satisfactory. Where the quality of teaching is good, teachers have planned activities well, and have clear learning objectives. The pupils are given clear instructions and reminded consistently of the aim of the lesson. Teachers use plenary sessions challengingly to evaluate pupils' work and praise their efforts. Wall displays show high teacher expectations and good quality work. Pupils show good attention to detail in some of the pencil drawings in Year 6 where they sketch Eccle Grieg using shading well. Pupils enjoy the subject and concentrate well on their tasks, even those pupils who often show difficult behaviour.

108. The subject meets the requirements of the National Curriculum. Pupils study a range of artists such as Van Gogh, Picasso and George Braque, examining their work and producing their own work in similar styles. Opportunities are missed, however, to extend

pupils' literacy skills, including those of research and reference, by encouraging them to find out more about the artists. Pupils also have limited opportunities to create their own imaginative work.

109. The leadership and management of this subject is good. She has already updated the policy in light of the new National Curriculum. The co-ordinator has a clear action plan for the development of the subject. She plans to create a portfolio of work and monitor the quality of teaching in the near future. The co-ordinator recognises that there is insufficient use of information technology in this subject and plans to undertake further training for the whole school. There has been considerable improvement in the standards of attainment due to the adoption of a whole-school scheme of work, which builds on previous skills. The school has involved an artist in residence to create sculptures with the pupils. A beautiful mural on the lower school playground, has been painted with assistance from local artists. The high quality displays in all areas of the school show the staff commitment to raising standards in art and create an aesthetically pleasing environment where pupils' work is valued.

## **DESIGN AND TECHNOLOGY**

110. During the inspection no lessons in design and technology were observed and this was due to the fact that this subject is timetabled for the second half of term. Evidence was taken from teachers' planning, an interview with Year 6 pupils as well as the co-ordinator and a scrutiny of pupils' work. On the basis of this evidence, the standards achieved at both key stages are as expected for the age and ability of the pupils. This is an improvement since the last full inspection when standards of attainment were judged to be below the national average. In Key Stage 1 pupils can make very effective models such as model animals and homes using card and paper. Year 1 pupils join different materials together using glue and sellotape. Year 2 pupils designed and made safety posters concerned with various means of transport. In Key Stage 2 pupils plan their work carefully and produce designs, sometimes including dimensions, with lists of tools and materials to be used. They produce some high quality products such as food packaging, where squared paper nets were drawn up accurately by pupils. Year 5 used resistant materials thoughtfully to create musical instruments. Year 6 pupils can analyse commercially made flip flops and slippers before they set about designing their own. They can produce detailed planning where an order of work explains in words and diagrams what will be done. They then make paper prototypes and finally use sewing to create animal slippers. Their evaluations focus on a variety of aspects but include ways to improve their products.

111. The quality of teaching is satisfactory based on the quality of outcomes, with teachers successfully planning one design and technology project each term linked to other subjects such as history. Year 6 pupils talked happily about the products they had made and remembered many projects undertaken by them when they were younger, which they were proud of. They remembered making biscuits, curve stitching and the model fairground rides they had made in the past. Finished products are highly valued by both teachers and pupils and displayed prominently in classrooms and around the school. This contributes to pupils' self-confidence and sense of self-esteem.

112. The co-ordinator monitors the planning of each year group to ensure that the subject is being taught but has not yet monitored teaching to ascertain the quality of the provision. The co-ordinator enthusiastically leads this subject. A new national scheme of work has recently been introduced and teachers are starting to use this to introduce new ideas and to teach subject specific skills in a more structured manner. There is no link between how well individual pupils build on their skills and expertise as they move through the school and the National Curriculum levels of attainment. As yet there is no portfolio of levelled work. The resources are adequate although some of the tools for working with resistant materials are old and insufficient. The co-ordinator recognises there is an under-use of information technology within this subject. Health and safety aspects are suitably addressed in lessons.

## GEOGRAPHY

113. At the end of both key stages, attainment is as generally found amongst pupils of a similar age nationally. The school has made good improvements since the last inspection when standards were below expectations at both key stages. Most pupils show satisfactory geographical skills, knowledge and understanding and a few pupils attain higher levels although the work is not often differentiated sufficiently to extend those who are capable. Pupils, including those with special educational needs, make satisfactory progress.

114. Younger pupils make routes around the school and label a plan of the classroom. They become familiar with different types of homes and observe changes in the weather. This work is developed when Year 2 pupils learn to describe the journey that they make to school, identify places that are nearby and pick out the streets where they live on a map. Learning is particularly effective when they discuss their holidays and begin to classify places as towns, cities, counties and countries. With support they locate these on a map of the world and describe some of the geographical features that they have seen and the types of climate that they have experienced. Higher attainers know and can easily point out the constituent countries of the United Kingdom. Many pupils are aware of different forms of transport systems and realise that they cannot go by car to the United States.

115. Pupils in Year 3 broaden their awareness of places when they identify continents and make a key for a map. They learn more about the local environment and the effects of change when an area is developed. Year 4 pupils make a comprehensive study of weather and climate and learn about wind speed. They carry out a comparative study between their own area and St. Lucia. Year 5 pupils develop their skills further when they make comparisons between Hayes and Godstone and analyse Ordnance Survey maps alongside aerial photographs. By the end of the key stage, the pupils are able to use a range of sources to find out about the features of rivers such as the Thames, the Rhone and the Usk. They understand the water cycle as a key physical phenomenon and can use subject specific vocabulary such as 'erosion,' and 'flood plain'. Throughout this key stage they have good opportunities to apply their literacy and numeracy skills by giving factual accounts, imagining life as a raindrop, analysing rainfall data and making temperature graphs.

116. The quality of teaching and learning continue to be satisfactory. There are good examples in Years 2, 3 and 5 where subject knowledge is secure and teachers engage in thorough question and answer sessions to assess pupils' understanding. This helps them to be clear about what pupils already know and to extend their learning by the provision of further information. The methods used in these lessons are well matched to the needs of the pupils, the presentation is lively and purposeful and the organisation and management are particular strengths. In the best lessons, resources are well prepared, appropriate and readily available. They provide a challenge by encouraging pupils to analyse materials and draw conclusions. Where teaching is unsatisfactory, expectations are too low for the competencies of the pupils, there is insufficient geography content and little account is taken of what has been achieved in the past. A potentially good lesson had shortcomings because the pupils were expected to carry out a research task without vital information and necessary resources and the learning intention of making a comparison between the facilities in two different areas was not brought out sufficiently. Pupils apply themselves well even when the work does not provide a challenge. The quality and amount of work they produce and the neatness of presentation are heavily dependent on the teachers' attention to these aspects. Some particularly good work was seen in the analysis of pupils' books at the beginning of Key Stage 1 and at the end of Key Stage 2 but there were examples of untidy presentation and limited pieces of writing which did not stretch the higher attaining pupils in other years. In some cases those who were capable of writing on their own were sometimes limited by completing a worksheet. Although staff plan together in year groups and this provides consistency, the weekly plans do not provide enough space for some teachers to be clear about the skills and knowledge that they intend that pupils of differing attainment levels should acquire.

117. The school acknowledges that the present subject policy is due for review to reflect current practice.

118. Since the last full OFSTED inspection a clear scheme of work has been produced which is based on the Qualifications and Curriculum Authority model and provides a logical development of skills as pupils move through the school. Opportunities for personal independent research are not yet well developed in all years and information technology does not have a substantial impact on the teaching in geography. The subject is well led but the committed and hardworking co-ordinator has insufficient classroom release time to support the teaching of the subject. Realistic monitoring of pupils' work has occurred which has indicated strengths and areas for development in each year group. Thorough action plans have been produced as a result of each monitoring activity. Forms of assessment are carried out half-termly but the present sheets do not necessarily represent all the skills in the new scheme. Resources are good but in some of the commercial materials that are used, images of countries or climates are somewhat stereotypical. There are worthwhile opportunities for pupils to use the conservation area in the grounds, do field studies and visit Sayers Croft.

## **HISTORY**

119. Standards in history at the end of both key stages are in line with the expectations of similarly aged pupils nationally. This represents an improvement on the findings of the last full inspection when pupils did not reach the expected levels. Pupils, including those with special educational needs make satisfactory progress as they move through the school in learning the key skills and gaining knowledge about the periods that they study.

120. In Key Stage 1, the pupils examine kitchen utensils from the past, such as a meat grinder and a large metal jug and realise that these artefacts can provide information about the lifestyles of people who lived years ago. They develop an appreciation of past and present through their own and other people's lives. Most pupils can describe how they have changed since they were babies. Through looking at old family photographs, pictures of streets at the beginning of the last century and books such as 'When Gran was a girl' they are developing an understanding of chronology. By the time that they are seven, they know about famous people such as Guy Fawkes and Grace Darling and are beginning to make clear comparisons between life in school a hundred years ago and the routines and lessons of today.

121. By the end of Key Stage 2, pupils have gained some appreciation of aspects of life in Victorian Britain. Research into the transport and technology of the time, toys, medicines and the growth of the British Empire, provides pupils with the necessary knowledge to discuss differences between society then and now. Pupils are beginning to understand the importance of using source materials to help them to understand the facts of the periods studied and discover some of the details relating to social history. Skills in interpreting the work and forming accurate conclusions are still developing. At present there is little consistent work to show that pupils understand that evidence may have a bias, although a good example was evident from the analysis of work in Year 4 when pupils considered fact and opinion concerning details of the Tudor period.

122. The quality of teaching and learning are satisfactory at both key stages. Very good examples of teaching occur at the beginning of Key Stage 2 and at the end of Key Stage 2. Good teaching occurs at both key stages. All teachers relate well to pupils and show good management skills. In the best lessons, they show a depth of subject knowledge, an understanding of the National Curriculum requirements and use imaginative approaches. Presentations and displays in classrooms are a strong feature of the work. In their study of Invaders and Settlers, Year 3 pupils have been encouraged to set up the 'Charville Museum'. This shows artefacts made by them which represent, for example, a Saxon settlement,

aspects of clothing worn by the Romans, the development of the Roman empire, replica clay pots, information about Boudicca, the runic alphabet and inside a Viking home. Similarly, work on Ancient Greece provides a good visual display. Lessons support basic skills and are generally well organised. No lessons were unsatisfactory but areas for development in teaching relate to planning for the full ability range in each class and providing activities and methods of recording that are suitably challenging for some of the higher attaining pupils.

123. As a result of well-managed lessons, pupils show positive attitudes at all levels. They enjoy history and are very responsive to questioning. They follow instructions carefully and sustain their efforts in individual and group work. Most take a pride in the presentation of their work especially that which is put on display. The quality of the work produced is very dependent on teachers' expectations. Where teachers enable pupils to carry out enquiries by using artefacts and discussing their findings in groups, pupils have the chance to collaborate on tasks, show co-operation and take some responsibility for their own learning. The benefits of this type of work depend upon the time allowed for evaluation and the quality of discussion that is led by the teacher at the end of the investigation. Very good learning occurred when Year 6 pupils concluded what they had discovered from looking at primary and secondary source materials relating to the blitz.

124. A broad and balanced curriculum is provided which is based on the Qualifications and Curriculum Authority scheme of work. This is an evident improvement since the last full OFSTED inspection and provides good guidance for how pupils will develop enquiry skills as they pass through the school. This element was identified as a previous weakness. The school acknowledges that the current policy is due for review in order to reflect recent changes. The subject is conscientiously managed and clear monitoring procedures of pupils' work have indicated areas for development. These have been outlined in action plans that are now operational. Year groups plan together successfully in order to provide consistency but the co-ordinator has not had sufficient release time to monitor the teaching, support colleagues and identify any problems which arise in practical lessons. Forms of assessment are systematically undertaken each half term but the skills that are recorded are not always matched closely to those in the new scheme. Good quality resources assist learning and the school makes effective use of the local authority library service.

125. There are several cross-curricular links with many subjects including English, geography and science and most of these are developed in adequate depth. For example, the study of Godstone in geography has led pupils to consider the historical development of the area. At times, there is some superficiality in the work, especially when worksheets provide the method of recording. Visits to extend the experiences of the pupils include trips to the locality, the Museum of London and Apsley House, which resulted in some particularly good written work by Year 6 pupils about the lives of servants. Older relatives and friends of pupils are used productively to share their experiences of living through World War II or to describe aspects of their schooldays. The subject makes a good contribution to pupils' social and cultural development.

## **INFORMATION TECHNOLOGY**

126. Attainment in information and communications technology is in line with national expectations at the end of both key stages. This is a similar judgement to that made in the last inspection. At the end of Key Stage 1 pupils use a computer for word processing and have a developing knowledge of the keyboard and its functions. They use the mouse effectively to move the cursor to the correct place and to edit work. Pupils use CD-ROMs for research about such subjects as dolphins and print their findings. They use a digital camera very well to record various aspects of the school and add their own text to the pictures. When pupils reach the end of Key Stage 2 their word processing skills are quite well developed although few pupils have sufficiently well developed typing skills to input text at a reasonable rate. This often frustrates them and limits their output in the allocated time. Pupils in Year 6 have been involved in using the Powerpoint program to make presentations to each other about the solar

system. These were of particularly good quality and involved slides with pictures and text as well as sound. Pupils responded extremely well to this challenge and are very proud of the results they achieved. Control technology is learned mainly through the use of a roamer and the logo program. Pupils write their own series of instructions to make the screen turtle draw letters of the alphabet and understand the importance of having the procedures in the correct order. They have some understanding of spreadsheets although only the more able pupils know how to use the correct toolbar functions to total rows and columns.

127. The quality of teaching and learning is always satisfactory and sometimes good. Teachers have a sound understanding of the subject and plan their lessons carefully to teach pupils the skills they require to improve their expertise. Pupils are well managed and behaviour is good despite the cramped conditions in the computer suite and the fact that some have to work on the floor whilst awaiting their turn on the computers. Teachers are enthusiastic about the subject and this is passed on to their pupils who thoroughly enjoy all the work. This was particularly evident in a Year 4 lesson in control technology where the teacher had the pupils eager to learn and set challenging tasks for pupils of all abilities. The pupils were overjoyed when their procedures worked successfully and they were very proud of their efforts. Learning was particularly good in this lesson.

128. The small computer suite is still being used by all classes on a regular basis for the teaching of subject specific skills, but with only eight computers working and no study area for pupils not working directly on a computer, its impact on raising standards is limited. Computers in classrooms vary in their age and capabilities and are often incompatible with each other which means that teachers and pupils cannot transfer work readily and often have to use different programs dependant upon the available equipment. This is having a detrimental effect on the progress made by pupils of all abilities and, despite the best efforts of the teachers, means that progress through the school is only satisfactory. The school has firm and exciting plans to improve the provision in the near future and have more up-to-date equipment and good quality software. Information and communications technology is an appropriate priority of the school development plan with funds in place for staff training. The school is in a strong position to make the subject one of its strengths in the future. The present co-ordinator is only caretaking the subject until a new co-ordinator is appointed but is fully aware of the current situation and, with the headteacher and governors, is keen to see the subject develop further. No assessments of pupils' abilities are taking place at present to help with planning and few teachers are conversant with the National Curriculum levels in the subject.

## **MUSIC**

129. The attainment at the end of Key Stage 1 and Key Stage 2 is as generally found amongst pupils of a similar age nationally. This is an improvement on the standards for Key Stage 2 where at the last inspection the standards were unsatisfactory. This is as a result of the introduction of a scheme of work which has given support to teachers who are less confident in the subject and the input of a music specialist who taught pupils and teachers in the past year. At Key Stage 1 pupils can sing a melody and play untuned percussion in time to a rhythm. Some pupils can clap with the melody. At Key Stage 2 pupils can sing in unison and keep the rhythm of the song while moving rhythmically to the beat. They have well developed listening skills and can identify some of the instruments of the orchestra and their families and can hear repeated phrases in music. They begin to read notation recognising repeated written phrases and recognising that some notes are illustrated differently because of the difference in length of the note. Pupils make satisfactory progress at both key stages as a result of their good listening skills and good behaviour. They demonstrate good relationships with each other and with their teachers and these result in the maximum time in lessons being used to reach the learning objectives. They have positive attitudes to the subject and enjoy moving to music. They treat instruments with care and respect.

130. Two lessons were observed at Key Stage 1 and four lessons at Key Stage 2. There were no unsatisfactory lessons and one lesson at Key Stage 1 was very good as a result of the strong cross-curricular links made to literacy and movement. At both key stages the lessons were well supported by the scheme of work which provides teachers with a structured programme through which they can successfully teach all the elements of music, listening, performing and composing. Teachers are clear about the vocabulary pupils need to learn and ensure they use it within the lessons. Some teachers make the subject more accessible to pupils by relating it to other areas of the curriculum. A Year 1 teacher described the beats in music as a sentence that makes sense in a story. Another class teacher described the qualities of sound and materials of instruments as a means of each child putting the instrument away carefully. This enabled her to test the pupils' understanding, knowledge and language development. Where the lesson is very good the teacher has a very good understanding of the subject and is able to present the lesson in a lively way showing expressive language and movement and encouraging the pupils to participate fully. The use of a story to develop an accompanying sound story focuses the pupils' attention and maintains their interest and pupils begin to make suggestions for instruments which they might use assessing their suitability to create rhythms. Teachers assess their pupils' understanding in lessons by asking questions about what they hear and see and in one class pupils were asked if they felt their ability to clap a rhythm had improved. Weaknesses in the delivery of the subject exist where pupils do not always have the opportunity during lessons to use instruments but are also not encouraged to use their hands or feet to participate in creating rhythms or sound patterns.

131. The school also provides opportunities for pupils to have violin lessons and to take part in a music club for Key Stage 2 that mainly concentrates on composing. Year 5 compose in lessons and evaluate their own efforts and rehearse them to improve. This makes a good contribution to their social development through co-operative work and their comments are sensitive to others. There were limited opportunities to hear music from other cultures and the range of tapes is limited to support the cultural development of the pupils. However, there is a good range of well-used resources from other cultures and pupils are taught to handle them and name them correctly. Music is played during assemblies but this is not always referred to and often a teaching opportunity is missed. The music room is large but not an easy room to work in with no natural light and noisy fans which make it difficult to hear quiet music in warm weather.

132. Leadership in the subject is satisfactory but the new action plan is being developed which will broaden the scope of the subject to include more live performances in school by visiting musicians and a review of listening materials. These will enhance the curriculum on offer to the pupils and widen their experiences.

## **PHYSICAL EDUCATION**

133. Standards of attainment at the end of Key Stage 1 are generally in line with those expected of pupils nationally although there are variations in different aspects of physical education. The youngest pupils in this key stage are confident when they work with a partner, mirror each other's movements and know how to travel in three different ways. They are well co-ordinated and display particularly good balance for their ages. Year 1 pupils practise their developing control of small apparatus when they use a bat to roll, push and strike a ball. By the time that they are seven, pupils show an awareness of the capability of their bodies. They combine running, jumping and walking movements into suitable sequences with appropriate levels of co-ordination. They respond well to instructions, particularly when using the large apparatus and are aware of the effects of exercise on their bodies. Their ability to evaluate their own and others' performance is an area for development.

134. By the time that they are 11, the standards attained are above average for the pupils' ages and this is an improvement since the last full OFSTED inspection. In gymnastics, pupils achieve highly and show well-developed control. They have the ability to put together varied

ways of travelling and perform synchronised sequences of movements with a partner. Most pupils are well able to apply their skills in floorwork when using the apparatus. They understand the terminology used and a good series of activities gradually develops hand and eye co-ordination when they practise throwing, catching and bowling during games lessons. They are very agile when dodging and chasing during netball matches. Achievement in dance is mainly as expected for the pupils' ages. Pupils demonstrate sensitivity to the percussion sounds that represent elements of a storm and endeavour to produce quick and slow, flowing and strong movements to indicate heavy clouds, thunder and lightning and raindrops. Pupils in Year 5 go swimming and most of them swim unaided and safely for at least 25 metres by the time that they leave the school. Year 6 pupils have the opportunity to engage in a variety of outdoor and adventurous activities when they participate in a residential visit.

135. The quality of teaching and the quality of learning are satisfactory at Key Stage 1 and good at Key Stage 2. Very good and excellent examples of teaching occur in the upper end of Key Stage 2 when pupils have the chance to watch peer demonstrations closely and with the teachers' support, analyse them. Pupils are then able to consider their own movements and demonstrate noticeable improvements in their work. Teachers have a secure knowledge and understanding of the subject and are confident in their presentation. They start lessons promptly and in a well-organised manner. Lessons are well structured to include warm up and cooling down activities. They follow the scheme and this provides a logical development of skills as pupils move through the school. Teachers dress appropriately and have high expectations of pupils' behaviour and attainment. The pace of lessons is brisk and appropriate resources are used well with good attention to safety factors. In the best lessons teachers are very enthusiastic, expectations are communicated very clearly and teachers have very good relationships with pupils. These aspects were apparent in a lesson when Year 5 pupils learned how to climb a rope and were well supported in trying out pushing and pulling movements. There were no unsatisfactory lessons in physical education but areas for development relate to allowing sufficient time for pupils to evaluate what they have achieved and ensuring that teachers do not over-direct the activities.

136. As a result of enthusiastic and skilful teaching, pupils' attitudes to physical education are good at both key stages. They behave well, concentrate on the tasks set and listen carefully to their teachers. Pupils work sensibly in pairs and co-operate well when working in small groups. Particularly good levels of effort and concentration were seen when Year 3 pupils worked together and moved as a group following curved and straight pathways. Most pupils enjoy their lessons and try hard to improve their standard. A good range of extra-curricular activities includes netball, football, athletics, gymnastics and cricket.

137. The subject is very well managed. A new policy and scheme of work which have been devised this year provide clear guidance for teachers and ensure that there is a varied programme of experiences. Forms of assessment follow the school's format of recording capabilities in a small range of skills each half term. Whilst there is good on-going assessment in lessons, the particular skills which are outlined in the scheme are not systematically linked to the assessment recording sheet. Resources are very good and there is a well-organised area for storage. The school has extensive grounds and these are also used to host sporting tournaments with local schools.

138. The school is rightly proud of its past and present competitive sporting achievements. There are good opportunities for achievement by both boys and girls. In football, the Year 5 football team are currently the Hayes/Harlington seven-a-side champions, the Year 6 team are the Hillingdon six-a-side champions and the Year 5/6 team reached the Middlesex six-a-side semi-finals. In cricket, the Year 5/6 team won the Hayes/Harlington championship and in netball they were League Runners Up. The swimming team came fourth out of 16 schools. In gymnastics, the school was London regional champions from 1997-1999 and came third in the National Championships in 1999, having been second and fourth in previous years. Pupils from the school are county representatives in football and swimming and in 1999 a girl from the school was the National Schools' champion in gymnastics. Past

pupils have gone on to take up sporting careers professionally. The subject makes an important contribution to the pupils' moral and social development as they learn to understand the benefits of teamwork.

## **RELIGIOUS EDUCATION**

139. Standards of attainment are below the expectations of the Local Agreed Syllabus at the end of both key stages. This is a decline in standards since the previous full OFSTED inspection when standards were deemed to be broadly in line with local expectations. This lowering in standards is partly due to the national emphasis on literacy and numeracy, changes in staff and insecure subject knowledge. Scrutiny of teachers' planning, work samples, displays and discussions with pupils show that the majority of pupils are not achieving appropriate levels for their age and ability at the end of both key stages. There are gaps in pupils' knowledge and understanding in some aspects of religious education and a significant number of pupils has muddled views or cannot recall work that was recently covered. This is partly due to poor planning and insufficient time allocated for pupils to consolidate their knowledge and understanding of the beliefs, symbols, traditions and literature of the world's great faiths. Over time, progress throughout the school is unsatisfactory and pupils do not make the progress of which they are capable. However, progress within some of the lessons observed was at least satisfactory with pupils showing an increasing ability to express ideas, values and feelings.

140. In Key Stage 1, some younger pupils know that Jesus is a special person to Christians and that his teaching still has impact and relevance to believers today. They record pictorially what they imagine God to look like and most discuss what makes them scared when comparing their feelings with that of Jesus, when he was arrested. Linked to their theme of the life cycle pupils sensitively recollect their own special memories of relations and pets which died. By the end of the key stage pupils have been taught some of the stories and people common to the world's great faiths, such as the Easter Story and the life of Jesus, Ram and Sita and a few know a little about some aspects of the Sikh faith, for example, Guru Nanak and the rituals of a Sikh wedding. Some have an understanding that different religions have their own religious building but many are unclear about which religious group worship in a church or mosque and have difficulty recalling and explaining previous work.

141. In Key Stage 2, the youngest pupils discuss some of the things that Jesus could change if he was alive, such as earthquakes, wars and litter. A few recall that Hindus celebrate Diwali but most show little understanding of the importance of this festival, how people celebrate and why. Pupils in Year 4 have been taught the importance of the naming ceremonies in the Sikh, Muslim and Christian community but many have superficial and sometimes confused ideas about these rituals. Some know that books, like the Koran and the Bible, have a special significance for believers and that we treat them differently from ordinary books. They know the Bible as a collection of books in two parts, the New and Old Testament but have limited knowledge of other faiths. In Year 5, pupils compare the similarities and differences between a Christian, Sikh and Jewish weddings and recall some of the events that took place during the Easter week. By the time pupils leave school at eleven most are developing an understanding of roles and responsibilities for example, pupils thoughtfully considered why there are specific rules when becoming part of a group. Higher attaining pupils develop an awareness of complex issues such as racism through studying the life of Martin Luther King and confidently discuss which of the Ten Commandments was not followed. Their previous work shows that they know the significance of the contents of the Sedar meal. For example, the bitter herbs represents the bitter times of slavery, salt water the tears of slaves and a roasted egg, a new life after leaving Egypt. However, despite examples of good practice, attainment overall by the end of key stage for the majority of pupils is below expectations because of limited experience in earlier years.

142. Although some good, very good and excellent features were seen in lessons, overall, teaching and learning is unsatisfactory. Consequently, pupils make too little progress over the course of the key stage. The current scheme of work provides little support for teachers when planning work. Some teachers are not confident about teaching some aspects and as a result these are covered in a superficial way. In particular different faiths are not fully explored and pupils' awareness is not sufficiently reinforced. In Key Stage 1 the use of story is a strong feature of the religious education programme. Stories are well chosen and teachers are effective in telling of stories. A good example of this was 'Badger's parting gift' which was sensitively delivered to address death. The most successful teaching motivated pupils because the teacher told them what they would learn and a variety of well-planned activities was used to reinforce the learning intentions. Excellent use was made of musical instruments to create special sound effects when telling the story which was done in a spiritual and reverential way which captured pupils' interest. Good opportunities were provided for pupils to contribute their own ideas and suggestions and effective use of questioning enabled the teacher to assess pupils' knowledge and understanding of past and present work. In this session sufficient time was given for pupils' to reflect on the main messages. Teaching is unsatisfactory where insecure subject knowledge and lack of confidence result in insufficient discussions or reflection. In these sessions the planning is vague, the pace of the lesson is slow and lessons have very little religious education content.

143. Pupils' response to the subject is good. Throughout the school, they are interested in and respectful of one another's views and sensitive to other people's feelings. Although they are attentive listeners, the majority do not recall their previous work well. Most contribute to discussions, listen carefully to their class teachers and to each other, tolerating and respecting the opinions of others, even in the absence of the class teacher's attention, for example, in Year 6 when talking about their contract. Pupils work well together in mixed gender and mixed ability groups when sharing ideas and settle quickly and willingly to their tasks.

144. Curriculum planning clearly identifies which aspects will be taught to which year group and shows learning outcomes related to the Local Agreed Syllabus. However, the current scheme of work provides little support to teachers when planning work and does not ensure that pupils' skills, knowledge and understanding are built upon progressively from year to year because there is too broad a description of an area of learning. As a result very similar work is being done by pupils of different ages. The co-ordinator is knowledgeable and keen to make improvements. She has a realistic understanding of the constraints imposed upon the subject by an inadequate scheme of work. She has identified appropriate priorities for development such as implementing a new scheme of work, raising the profile of religious education in the school and increasing the range of resources to deliver the new syllabus. Although the co-ordinator monitors some planning and pupils' books and gives informal support and guidance to teachers, she has no opportunity to monitor classroom teaching or to share her professional expertise with staff, particularly with less confident teachers. Resources are easily accessible and of adequate quality, although, during the inspection, they were not generally well used to support and develop learning. The school's local community is rich with a wide variety of faiths and ways of worshipping. However, the absence of visits and visitors to other faith centres to help extend pupils' knowledge and understanding has not been capitalised upon. Assessment procedures are not fully developed and do not always inform teachers' planning. Satisfactory use is made of resources within the locality, for example, through visits to the local church. The subject makes a satisfactory contribution to the moral, social and cultural development of the pupils but not as well as it should to pupils' spiritual development. The school has a good base from which to develop the teaching and learning of religious education.