

# INSPECTION REPORT

## **NUTLEY CE PRIMARY SCHOOL**

Nutley, Uckfield

LEA area: East Sussex

Unique reference number: 114517

Acting Headteacher: Miss Nicola Harrison

Reporting inspector: Mr John Sangster  
20010

Dates of inspection: 29th January – 1st February 2001

Inspection number: 198949

Full 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:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	High Street Nutley East Sussex TN22 3NW
Telephone number:	01825 712575
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Ray Kennedy
Date of previous inspection:	29 <sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Sangster 20010	Registered inspector	English Art and Design Design and Technology Information and communication technology Physical education Religious education	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? What should the school do to improve further?
Margaret Morrissey, OBE 9769	Lay inspector		How high are standards? 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? Accommodation and resources
Heather Toynbee 11976	Team inspector	The Foundation Stage Special educational needs Equal opportunities Mathematics Science Geography History Music	How good are curricular and other opportunities offered to pupils? How well is the school led and managed?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Nutley Church of England Primary is a village school; it is much smaller than most other primary schools. Most of the children come from Nutley and the surrounding area. The school caters for boys and girls and there are 95 pupils on roll. Of these, 14 children are in the Foundation Stage and two of these attend the school part-time. Children's attainment when they start school in the September preceding their fifth birthday is broadly average and typical of four year olds. Over 90 per cent of the pupils are of white heritage. There are two pupils of Chinese background and four of black heritage. Two pupils have English as an additional language, but neither is at an early stage of English language acquisition. Eighteen per cent of pupils are on the special needs register; this is close to the national average. Just over two per cent of pupils have statements of special educational need, which is higher than most schools. Three per cent of pupils are eligible for free school meals, which is below the national average. The school has had a period of instability and change in both teaching and management. During the year preceding the inspection there had been a number of changes of teaching staff, including the appointment of some temporary teachers. During the inspection the reception/Year 1 class was taught by two temporary teachers. There is also considerable mobility of pupils, with about 20 per cent of pupils moving into the school during the past year, other than at the usual time of admission, and a slightly smaller number leaving, some to go to independent schools.

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

Nutley Church of England Primary is an effective school. By the age of eleven pupils achieve high standards in English and make good gains in their learning. Standards in mathematics and science are average. Teaching is satisfactory overall. It is good in the classes for older pupils, in Years 4 to 6, and this makes a good contribution to standards by the age of eleven years. The leadership of the school is satisfactory; the acting headteacher is managing the school under difficult circumstances and has a full-time teaching commitment herself. Because the school is small, the costs are high. However, taking into account the pupils' good attitudes and behaviour, the satisfactory quality of the teaching and the standards pupils achieve, the school provides satisfactory value for money.

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

- Pupils' achievement in English is good.
- There is a high proportion of good teaching of the junior aged pupils.
- Pupils are keen to come to school and attendance is high.
- Pupils work and play together well and their behaviour is good.
- Teachers show a high level of care for their pupils and relationships in the school are good.
- The school works well with parents.
- Support for pupils who are identified as needing extra help is good.

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

- The opportunities for senior managers to fulfil their responsibilities by monitoring and evaluating the effect of teaching and the planned curriculum on how well pupils learn.
- The teaching, support, quality and range of learning activities for children in the reception year.
- Standards in information and communication technology.

*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 previously inspected in September 1997. Since then the school has successfully addressed most of the key issues for action from that inspection. The teaching of older junior pupils is now good. The school has improved its links with parents, who now feel that their views are heard and that they are provided with good information about the school. The contribution of the governing body to the management of the school has improved through training and a closer involvement in the work of the school. There is still a need, however, for them to be more active in holding the school to account for the standards achieved and the quality of education it provides. The school has developed new systems of planning the curriculum, but these have not yet fully taken effect because of the unusual combinations of year groups in some classes. The school's endeavours to improve its accommodation are about to bear fruit with the new building development.

There has been a steady improvement in the standards in English, and those in mathematics and science have been maintained. Standards in design and technology have improved since the previous inspection, but those in information and communication technology remain below what is expected. Pupils' attainment on entry to the school is now average, compared with the above average standards which were found at the time of the previous inspection. The standards achieved by pupils by the end of the reception year are also now average, compared with the above average standards achieved by the age of five at the time of the previous inspection. Provision for pupils' moral and social development is now good. Overall, the school has made satisfactory improvement since the previous inspection.

## STANDARDS

Because only a small number of pupils took the National Curriculum tests for eleven year olds in 2000, it is not possible to make meaningful comparisons with all schools nationally or with similar schools. Over the last three years the school's results have broadly followed the national trend. Because of the successful implementation of the National Literacy Strategy and the good teaching pupils receive, the school has maintained good standards in English. The school met all the targets it set in 2000 and has raised them in 2001. The school should meet its targets for the current year, which have been set at a suitably challenging level. The current Year 6 has 22 pupils, and the standards they are achieving are above average in English, and average in mathematics and science. They are below average in information and communication technology because pupils do not have sufficient opportunities to develop these skills in the classroom. In all other subjects they are reaching the standards expected for their age. This represents satisfactory achievement.

At the age of seven pupils are achieving above average standards in English and standards typical for their age in the other areas of the curriculum. In the reception class the majority of pupils are meeting the learning goals set for this age and most have started on elements of the National Curriculum by the time they start Year 1. Pupils with special educational needs make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They are eager to come to school and enjoy the work and other activities.
Behaviour, in and out of classrooms	Behaviour in the classroom, around the school and in the playground is good.
Personal development and relationships	Relationships both with other pupils and with teachers are very good. Pupils respond well to opportunities to take responsibility.
Attendance	Attendance is well above the national average.

Children in reception settle well into school and quickly establish good relationships with others. Pupils have a clear understanding of what is expected of them, persist with tasks and begin to develop a capacity for independent work. Their personal development is good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Unsatisfactory	Satisfactory	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 overall quality of teaching is satisfactory. In the lessons observed during the inspection teaching was very good in eight per cent, good or better in 48 per cent, satisfactory or better in 88 per cent and unsatisfactory in 12 per cent. However, two of the three unsatisfactory lessons were taught by temporary teachers to the



reception class. Teachers have high expectations of pupils and manage them well. They use time, resources and support staff well. They teach basic skills well. The literacy hour is being implemented well and the teaching of English is good, particularly in Key Stage 2. The teaching of mathematics is also good, and numeracy skills are taught well. Teachers use homework well to consolidate and extend pupils' learning. In some of the mixed-age classes the teachers do not plan sufficiently for the full range of age and ability in the class, and this limits the progress some pupils make. The teaching of children under five years old is unsatisfactory because these pupils do not have enough of the teacher's time in the mixed-age class with Year 1 and the tasks they are set are not always suitable for children of that age. Despite this children under five make satisfactory progress in their learning, because of their good attitudes and the support they receive from classroom assistants. The learning of pupils in Key Stage 1 is satisfactory and in Key Stage 2 it is good, reflecting the quality of the teaching. Pupils with special educational needs learn well and make good progress throughout the school because of the good support they receive from teachers and classroom assistants.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory range of opportunities for pupils to learn, including extra-curricular activities and visits.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good; as a result they make good progress.
Provision for pupils with English as an additional language	The two pupils with English as an additional language are at an advanced stage of English language acquisition and are fully integrated into the school.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Satisfactory, with strengths in moral and social development. More opportunities could be provided for pupils to appreciate the diversity of cultures within their own society.
How well the school cares for its pupils	The school has very effective procedures for ensuring pupils' welfare and safety. The school has satisfactory procedures for assessing pupils' progress, but teachers do not make full use of the information in planning the next stage of work.

There are weaknesses in the curriculum for children under five, where an appropriate curriculum is not planned, and in information and communication technology at Key Stage 2, where older pupils do not have opportunities to use the full range of control and communication technology.

The school has a good partnership with parents; they are kept well informed by the school and make a good contribution to pupils' learning in school and at home. The school organises child protection well. Procedures for monitoring attendance are very good. There is an effective behaviour policy which is applied consistently.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory in the current difficult situation, which requires the acting headteacher to teach full-time and exercise a wide range of curriculum responsibilities.
How well the governors fulfil their responsibilities	Satisfactory. The governors are supportive and well informed about what is happening in the school.
The school's evaluation of its performance	Unsatisfactory. There are insufficient opportunities for the headteacher and subject co-ordinators to carry out their role in monitoring and evaluating, which leads to inconsistencies in teaching and planning.
The strategic use of resources	Good. The school uses its funding well.

Staffing and resources are satisfactory overall. The accommodation has shortcomings, particularly for physical education. The governing body has set achievable targets for the headteacher. The school improvement plan is a good working document, which ensures a satisfactory direction for the work of the school. The governing body has applied the principle of 'best value', for instance in striving to maintain the present four class structure in the school.

## 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>• They are kept well informed about their child's progress.</li> <li>• They are comfortable approaching the school with questions or a problem.</li> <li>• Their children like school.</li> <li>• The school expects children to work hard.</li> <li>• Teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• Homework.</li> <li>• A minority had concerns about behaviour.</li> <li>• The number of supply teachers.</li> </ul>

The inspection team agrees with most of the positive comments made by parents, but in its view teaching is satisfactory. It shares parents' concern about the use of supply teachers, but this is a situation over which the school has little control. It does not agree with the other concerns, expressed by only a minority of the parents. For a school of this size, the range of activities and visits is satisfactory. Teachers use homework well, particularly for older pupils. In the view of the inspection team pupils behave well both in the classroom and in the playground.

## **PART B: COMMENTARY**

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

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

1. Children's attainment on entry to the reception class is broadly as would be expected for their age. This indicates a change since the previous inspection, when most pupils were judged to start school with above average levels of attainment. This in turn reflects changes to the social make-up of the surrounding community as well as the fluctuations, which are to be expected with the relatively small numbers of pupils concerned. By the time they start Year 1, the majority of children are meeting the early learning goals for this age and have started on elements of the National Curriculum. Children make satisfactory progress in the Foundation Stage, although at the time of the inspection there were weaknesses in the provision for these children.
2. At the time of the previous inspection standards overall were satisfactory at the end of both Key Stages 1 and 2. Since then results for the National Curriculum tests at Key Stage 1 and Key Stage 2 have broadly followed the national trend. However, the fluctuations in numbers from year to year and the small numbers in some year groups, combined with a high number of pupils leaving and joining the school within Key Stage 2, make comparisons difficult. For instance, in 2000, all pupils achieved the expected Level 2 in English, mathematics and science at the end of Key Stage 1, but the numbers achieving Level 3 were below the national average in English and science and close to it in mathematics. Of the small number of pupils who took the Key Stage 2 tests all achieved the expected Level 4 in mathematics and science, but 80 per cent achieved Level 5 in English. This represents satisfactory achievement in mathematics and science and good achievement in English, because, of those who were in this particular year group, all who achieved the higher Level 3 at Key Stage 1 had left the school. The school exceeded its targets in both English and mathematics in 2000, and these have been raised significantly to make them more challenging in 2001. The school is expected to meet these targets.
3. The findings of the inspection confirmed these results. The standards of work of pupils aged seven and eleven are average for their age in mathematics and science and above average in English. This is because teachers are more confident in their teaching of English and also because the National Literacy Strategy is now embedded well in the school's practice, which has a positive effect on the progress pupils make. Although the small numbers again make comparisons difficult, the performance of boys and girls in the tests broadly reflected national differences, and during the inspection no significant differences were noted between them. There is also no significant difference in the learning of other groups of pupils, including the two pupils who have English as an additional language. The school has a number of pupils with special educational needs which reflects the national average. Across the school these pupils make good progress in their learning towards meeting their specific targets. This is especially noticeable when they are given additional support when they are working both in and outside the classroom.
4. Standards in all aspects of English, speaking and listening, reading and writing, are good throughout the school. Pupils are confident speakers and also listen well in class both to the teacher and to each other. By the age of eleven the majority of pupils are independent readers, reading regularly both at home and in school. Pupils make good progress in writing as they move through the school, and by the age of eleven they write well in a range of forms, including poetry. They also use their writing skills well across the curriculum, in other subjects such as history and religious education. Pupils make satisfactory progress in mathematics, where teachers link planning carefully to the National Numeracy Strategy, using mental recall sessions well and also subject-specific vocabulary. In science pupils develop their knowledge across all the areas of the subject, but they do not attain the higher levels at the age of eleven

because they do not have sufficient opportunity to plan or select resources for their own investigations.

5. At the time of the previous inspection standards in information and communication technology were below those expected. Standards in Key Stage 1 have improved; pupils in Year 2 work confidently on their own, accessing information from a CD-ROM or word-processing their writing. As pupils move through the school, the lack of availability of computers and the appropriate software makes it difficult for pupils to use the full range of control and communication technology, leading to unsatisfactory achievement in these areas in Year 6. In contrast, standards in design and technology, which were unsatisfactory at the previous inspection, have improved through the implementation of new national guidelines. Pupils' ability to design and evaluate their work is average for their age at both seven and eleven.
6. Pupils achieve the standards expected of them in the guidance from the local authority on what should be taught in religious education. This is similar to the situation at the time of the previous inspection. Pupils develop a satisfactory understanding of a range of religious practice and its significance to a believer. They are also starting to apply the concepts gained from this study to their own lives, for instance thinking about what is 'sacred'.
7. At the time of the previous inspection standards in art, history and geography were judged to be good. They are now satisfactory, but this is due to changes in the emphasis in the curriculum, with a greater time being devoted to literacy and numeracy. In art pupils have worked in a variety of media and pupils in Year 6 have produced effective work in the style of the Egyptians. In history pupils develop their skills of historical research as well as extending their knowledge of famous people and events. Pupils in Year 6 have gained a great deal from their study of the ancient Egyptians. They have related this well to what they know about modern day Egypt, which is a theme they pursue in their study of water in geography. They make good use of the local environment, with younger pupils visiting the post office, and older pupils weighing up the hypothetical need for a village by-pass. Pupils in Year 6 have a good knowledge of maps and of issues involving the environment.
8. At the time of the previous inspection standards in music were as expected for pupils' ages. This is still the case; progress in the subject is generally satisfactory, although the school currently has no music specialist. As at the previous inspection, it was not possible to make an overall judgement on standards in physical education because of the limited opportunities to observe lessons, but the unsatisfactory facilities for gymnastics and dance restrict progress in these areas of the curriculum. This is an issue the school plans to address through its building programme.

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

9. Pupils' attitudes to the school are good. Their behaviour is good and often very good. Children in reception have settled well into school and have established good relationships with each other and with older children. Because of the good relationship they have with their teachers, pupils with special educational needs have a positive self-image and a confident approach to their work; they are integrated fully into the life of the school.
10. All pupils have positive attitudes to learning and are keen to come to school. They contribute well in lessons; a good example of this was seen in the whole-class session at the end of a mathematics lesson when pupils from each group in Year 1 explained what they had done. They are confident and articulate speakers. Parents believe the pupils have a clear understanding of what is expected of them; this was evident when lessons were observed. When teachers' expectations are high and classroom routines managed well, pupils sustain concentration, have good attitudes, persist with their tasks and begin to develop a capacity for independent work. Parents at the pre-inspection meeting, in their replies to the questionnaire and during the inspection said that they were happy with the attitudes and values the school promotes.

11. Behaviour in lessons is mostly good and often very good. No issues of bullying or oppressive behaviour were observed. Seventy-five per cent of parents returning the questionnaire felt that behaviour was good, but some felt that a minority of pupils were allowed to get away with bad behaviour in the classroom. There was no evidence to substantiate this. Pupils understand the school rules and feel that any problems are very effectively and quickly sorted out.
12. Pupils' personal development is good. They respond well to the opportunities they are given to be involved in the daily routine of the school. For example, children in the reception class clear away after work and play. In all year groups pupils respond well as monitors for general duties and take an active part in assemblies. Pupils in Year 6 are confident in carrying out their duties, understand their role and exercise it very responsibly. Other pupils and parents are happy with the support they give, especially to younger children. Pupils take responsibility for charity week, giving their own toys for sale and organising the sales, including their own floats of money. Relationships in the school are very good; pupils share resources, take turns, listen to one another and work particularly well in small groups and pairs. This was particularly evident in the literacy and numeracy hour. 'Circle time' is used well and is successful in encouraging pupils to think of others' feelings and to respect different views. Parents confirm that their children enjoy school and are keen to attend and arrive punctually.
13. Attendance levels are very good and well above the national average. The level of unauthorised absence is well below the national average, pupils arrive punctually at school and there have been no exclusions in the last year.

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

14. The overall quality of teaching is satisfactory. The teaching seen during the inspection in the Foundation Stage was unsatisfactory, because of the organisation and planning in the mixed class of reception and Year 1 pupils, but pupils' learning is still satisfactory in this class because of their good motivation and the support they receive from classroom assistants. Teaching is good in Years 4, 5 and 6 and pupils learn well as a consequence and make good progress. This is a complete change from the previous inspection, when teaching in reception and infant classes was good and it was unsatisfactory in upper junior classes.
15. Key issues arising out of the previous inspection were to improve the teaching of the older junior pupils, which has been addressed by a change of teaching staff, and to refine curriculum planning across the school. This second issue has proved more difficult because the school has only recently adjusted its planning to meet with the requirements of the new National Curriculum. The school's new planning cycle does not match the current organisation of the school, as a result of the unusually high numbers in Year 6, which means that this year group is taught as a single class. Individual teachers have not always adjusted their planning to meet the full range of age and ability in their class, and have sometimes planned to teach two completely different subjects in the same class, for instance science and history to Years 2 and 3, with the consequence that pupils from the one age group have to listen to the work of the others for a significant part of the lesson and are not engaged productively in their own learning. Good planning was seen when, for instance, reception pupils were taught separately from Year 1 and engaged in a range of activities to develop their knowledge and understanding of the passing of time, or in a mixed Years 4 and 5 art and design lesson where different printing and painting activities were clearly matched to the needs of the different age groups and sufficient resources provided to enable pupils to work independently.
16. Teaching of children in the Foundation Stage is unsatisfactory because there are insufficient opportunities for these children to be taught directly by the teacher, whose attention is shared with the Year 1 pupils in the class, and some of the activities planned are not matched sufficiently to the needs of the younger children. In some areas, such as creative development and communication, language and literacy, the teaching seen showed a lack of understanding of the needs of children of this age. However, the children receive good support from learning

support assistants, which helps to ensure that they learn satisfactorily, and teaching was particularly disrupted during the inspection because of the illness of the temporary teacher who had taken responsibility for this class. Teachers' planning is also a weakness in Key Stage 1, where in the mixed-age classes work is not always matched closely to the needs of pupils in both of the age groups.

17. Throughout the school teachers manage their pupils well. This is particularly evident in numeracy and literacy sessions, where the transition from whole-class to group and independent work is organised well to ensure that the pace of lessons is maintained and pupils' learning is not interrupted. Teachers also use support staff well to support both groups and individuals within classes. Another strength of the teaching is the good use of homework to extend pupils' learning; for instance, in the Years 2 and 3 class, separate tasks were set for different groups of pupils following on from the work they had done in their literacy lesson on words with 'ph'.
18. Teachers in the older classes have a particularly good knowledge and understanding of the subjects they teach, and this contributes to these pupils learning well. For instance, in an English lesson in Year 6, the teacher explained clearly to pupils the use of terms such as 'euphemism' and 'homonym', and pupils were able to use this knowledge in their appreciation of the amusing epitaphs which they read, and in their own writing.
19. The basic skills of literacy and numeracy are taught well in both Key Stages 1 and 2. Teachers place a good emphasis on handwriting and punctuation in English and make their expectations clear to pupils. In mathematics lessons teachers use good strategies to hold pupils' interest during the mental mathematics part of the lesson. All teachers have a secure understanding of English and mathematics, and pupils learn well as a consequence. The teaching of computer skills is not as effective because of the limitations of the school's equipment, which means that teachers often have to teach skills through paper exercises. There are not sufficient opportunities for pupils to use the computers for them to reinforce what they have learned in this way. The school has also recognised the need for teachers to have further training to develop their own skills with computers.
20. The teaching of science is satisfactory, with teachers generally building on pupils' previous knowledge well, but sometimes learning is limited because teachers do not plan tasks which challenge all pupils sufficiently. Teaching of religious education is satisfactory, with teachers using religious objects well to engage pupils' interest, although occasionally discussion is allowed to go on too long to allow pupils' interest to be maintained.
21. There was insufficient work seen in geography and history to make a judgement on the quality of teaching in these subjects, but in the lessons observed teaching was satisfactory. There were also limited opportunities to observe the teaching of physical education, although in the activities seen teaching was good. Pupils learn well in lessons, but their progress is restricted by the schools' facilities. Teaching was also good in the one class music lesson observed, where the teacher extended pupils' knowledge and understanding by using specific musical vocabulary confidently and well.
22. The teaching of pupils with special educational needs is good overall. Because of this, the pupils achieve the targets set in their individual education plans and they make good progress over time. An appropriate range of teaching methods is used to facilitate full access to the curriculum. The ways in which these pupils record their ideas and findings are often matched well to their ability. Close teamwork between the class teachers and support assistants ensures a joint approach to meeting the objectives of class lessons. The special educational needs co-ordinator provides good support both within classrooms and on a withdrawal basis. As a consequence pupils with special educational needs make good progress in their learning.

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

23. Currently, the planning and provision for children in the reception year do not provide a sufficiently relevant curriculum for this age group. The teacher provides children with a caring environment and daily routines have been firmly established. However, the planning and teaching of the early learning goals for this age do not sufficiently follow national guidance. For example, the uninviting provision for role-play does not adequately stimulate and extend the children's early language, imaginative and social skills. Reception-age children attend assemblies where the words of the hymns are often too difficult for them and the themes are beyond their understanding. The lack of an appropriate outside play area, and the poor facilities in the hall, do not give children sufficient opportunities to extend their physical development. The wide age range within the one classroom often results in reception children being inappropriately involved in Year 1 work. For much of the time, the youngest children work separately with a learning assistant and the implementation of the planned curriculum has to rely on her rather than on direct teacher involvement.
24. The overall quality and range of the curriculum for pupils in Years 1 and 2 are satisfactory and generally suitably planned. However, Year 1 pupils are taught, from necessity, alongside reception children. This makes it difficult for the teacher to match work consistently to the wide range of age and ability. There is a satisfactorily broad and relevant range of worthwhile activities for eight to eleven year old pupils, although the inadequacy of the hall limits some aspects of physical education. The pupils in Year 2 and 3 are taught together and the present situation in which, for instance, different history and science topics are taught simultaneously to the different year groups within one class is not proving entirely successful. The school recognises the need to change this system in the following year. The statutory requirements for the National Curriculum are met in all the classes from Year 1 to Year 6, except that pupils in Year 6 do not have full access to the monitoring and communication aspects of information and communication technology.
25. The National Literacy Strategy has been introduced very effectively across the school and the strategy for numeracy is now securely and successfully in place. The new national guidelines have been adopted for all other areas of the curriculum and suitably revised schemes of work have been prepared for all subjects. The local authority's agreed syllabus is used to support the teaching of religious education. The school's overall curriculum planning is based on there being a reception class and the other six year groups being split between three classes. Because of the large number of pupils on roll in Year 6 this year, the school realised that this curriculum plan did not fit the current numbers of pupils and took the decision that teachers should plan separately for each year group in their classes. Whilst in some subjects and lessons this organisation works satisfactorily or better, it is also causing some of the difficulties observed in the reception/Year 1 and the Year 2/3 classes.
26. The provision for pupils with special educational needs is good. The planning in most lessons makes sure that follow-up or group work is pitched at the correct level for each set of pupils. Children with special educational needs are supported very effectively in whole-class sessions by expert specialist teaching and support staff. They encourage the children to take a full part in lessons, and work with them when they set about their own tasks. Individual education plans are appropriate to the needs of the pupils concerned. Good extra provision is made in small withdrawal groups.
27. The school makes sound provision for pupils' personal, social and health education. There is a very detailed scheme of work, clearly setting out the school's aims in this area. There are satisfactory policies and schemes of work for sex education and teaching pupils about the dangers of drug misuse. These aspects are mainly taught through science and personal, social and health education, with specific sessions to meet the needs of maturing pupils in Year 6.
28. Some parents feel that the provision for extra-curricular activities could be improved, but the inspection team judged this to be satisfactory for the size of the school. There is an

appropriate number of clubs, including one for French and another for singing, and opportunities to take part in inter-school sports events. A positive aspect is the wide variety of visits made by the pupils to places in the locality, for instance the village post office, and to others further afield, such as the British Museum to study ancient Egyptian and Greek life. The school also benefits from visitors to the school. An enjoyable and informative Asian music day led to the pupils taking part in a performance at Glyndebourne.

29. The school is committed to providing equality of access to the curriculum and does this successfully. In many lessons, teachers and classroom assistants provide work and support carefully matched to the range of ability within a class and, with regard to pupils with special educational needs, this is particularly successful. No child is precluded from going on an educational visit because of an inability to pay.
30. There are appropriate links with the local community, particularly the church. However, because there has been a vacancy in the post of vicar, these links have not been as strong as in the past. Pupils gain a sense of belonging to the village and its surrounding area through their local environmental studies. Older residents are invited to school performances. The school works closely with the local pre-school groups and liaises satisfactorily with the main secondary school to which pupils transfer. Links are particularly strong between the teachers responsible for pupils with special educational needs. They work together to make sure that the transition from the primary to the secondary school is as smooth as possible and that all the relevant information is effectively transferred and understood. There are strong links with the other small schools in the area through the Village Schools Association. These provide good opportunities for joint sports and curricular events and for pupils to get to know others of the same age before transferring to secondary school. The staffs hold supportive joint meetings and training sessions. The school values the great benefit to both staff and pupils given by this partnership. The school does not currently have links with any institution for the training of new teachers.
31. Overall, the provision for the pupils' spiritual, moral, social and cultural development is satisfactory. Suitable opportunities are provided in assemblies, religious education lessons and visits to the church for pupils to reflect on their own beliefs and gain a knowledge and understanding of those of others. Planned opportunities for pupils to develop a spiritual awareness are less frequent in other areas of the curriculum.
32. The school makes good provision for pupils' moral and social development. By showing pupils consistent care, kindness and courtesy, the teachers provide good role models on which pupils can base their own responses and behaviour. The pupils' responses, and their good behaviour around the school, show that the great majority has a clear sense of right and wrong. The school provides a strong moral code, which permeates everything it does. This encourages pupils to take responsibility and to develop an understanding of living in a community. The very good relationships in the school are a crucial factor in forming pupils' attitudes. Issues are discussed, in personal and social education sessions as well as with individual children, as and when the need arises. Pupils relate comfortably to each other and often work well in pairs and small groups. Most pupils are able to work responsibly and without direct supervision in lessons when the teacher is working with another group.
33. The provision for cultural development is satisfactory. This includes the teaching in art, music, and history, and participation in extra-curricular activities and visits. Christian religious festivals are strongly emphasised, as one would expect in a church school, and there is appropriate recognition of those celebrated by other faiths. The pupils learn about their own rich heritage and history as well as the culture of ancient civilisations such as the Egyptians and Greeks. Their knowledge and contacts with non-European cultures are more limited, although in music there have been initiatives to remedy this, including a visit from an Indian musician. Insufficient opportunities have been taken to draw upon pupils and their parents now living in the village, who would be able to share their experiences with others.



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

34. The school has very good procedures for pupils' health, safety and welfare. Child protection arrangements are very good and comply with statutory requirements and local guidelines.
35. Procedures for monitoring good behaviour and for ensuring that oppressive behaviour is eliminated are good and well known to pupils and parents. Information on the school policy is provided in the school prospectus. Parents have been involved in the 'No Blame' policy to ensure a quick and satisfactory resolution of any oppressive behaviour, but at the present time there has been no need to use this. The school's open door policy encourages parents to play a full part in pupils' welfare both at home and in the school.
36. The health and safety provision is very good, used well by all staff and monitored by the governor with responsibility for health and safety, the buildings sub-committee and subsequently the full governing body. Risk assessment is up to date and all equipment is well maintained with recorded checks. During the inspection no health and safety concerns were noted; however the concerns about safety in the playground, shared by some parents, have been checked by the local authority and the school is complying with their recommendations.
37. There are clear notices to support procedures for fire evacuation, and fire drills are taken regularly and logged. A member of staff has a current first aid certificate and first aid provision is good. All serious accidents and head injuries are reported and recorded. The school promotes healthy and safe living through the curriculum, mostly through science and 'circle time', a period when pupils sit in a circle and are able to talk about matters which concern them.
38. Procedures for monitoring and improving attendance are very good and are adhered to. Registers are correctly completed both morning and afternoon. There is informal daily monitoring each day by the secretary who contacts parents if no message has been received by 9.30a.m.
39. There are sound procedures for monitoring pupils' academic and personal development. Baseline assessment is used to identify with parents areas to concentrate on for pupils' first targets. Assessment is not yet used effectively to track the progress of pupils from when they enter the school to when they leave. The school is, however, setting pupils targets in mathematics and English and is sharing their progress with pupils and parents, which has a positive effect on pupils' learning. Pupils from reception onwards understand their targets and are keen to achieve them and to improve.
40. Good use is made of assessment to identify pupils with special educational needs at an early stage and to provide appropriate work for them. Individual education plans for these pupils identify specific learning targets and pupils' work is generally matched to these. Good records are now being kept of the steps each pupil takes towards successfully meeting their targets. Whenever necessary, external help and advice is sought and given, for instance by the educational psychologist and the speech therapist.
41. The school keeps careful records of pupils' achievements and their National Curriculum levels in reception and Year 1 and is reviewing the possibility of extending this practice. Teachers make brief assessments on a day-to-day basis and pass them to the acting head teacher with their lesson planning; however, assessment is not undertaken consistently, nor is it used well to help teachers in their planning. Results of National Curriculum tests in mathematics and English are analysed and the information from this is used well; for instance, the school has identified an area of weakness in mathematics in the understanding of time and is addressing it well.
42. Self-evaluation and target setting in Year 6 is still in the early planning stage. Teachers are on a working party to help them develop the skill to choose appropriate targets. Once a year all

pupils in the school produce a piece of unaided writing and this is used to encourage them to improve. Marking is satisfactory across the school but does not always give pupils the information they need to improve.

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

43. The school's partnership with parents is good. Parents are encouraged to support children's learning at home and are given good support and information from the school to do this. Parents are pleased with the quality of education provided and the standards achieved by their children.
44. The quality and quantity of information provided for parents is good. Through a range of methods, including the school prospectus, school policies, starting school booklet, the home learning policy, home school agreements and regular meetings with teachers, there is clear communication between home and school. Pupils' annual reports give good information on pupils' attainment but do not provide targets for improvement or attainment levels. Parents are well informed of school events by regular newsletters. A recent meeting was arranged to discuss the National Curriculum and was well attended. The need to provide information for each class on topic and other curriculum matters was accepted by teachers and this will now happen. Parents say the school is welcoming and is always willing to listen to them. Parents are invited to Friday assembly and value this opportunity to be part of the school day and see the responsibility their children take. Parents at the pre-inspection meeting said they were able to approach their child's teacher and the acting headteacher with any welfare or academic problem and are very happy with the interest and support they receive.
45. Parents are very supportive of the school. They help during the school day and on school visits and trips. Parents give freely of their time to support the school. A number of parents are involved around the school both in the classroom and helping with other duties; they are well informed and work closely and productively with teachers to help pupils' attainment and progress.
46. Parents of pupils with special educational needs are kept well informed of their progress and attend review meetings in the case of pupils with a statement which entitles them to extra support. The new co-ordinator for special educational needs plans to strengthen this situation further. As well as being available for consultation during the day, she will attend all Parents' Evenings.
47. The Parents and Friends Association works closely with governors and teachers to support the school. They are extremely successful in raising funds. They are instrumental, through the association and through a covenanting scheme, in supporting staffing levels to enable the school to maintain four classes. They are well supported by members of the community, some of whom are committee members. The school truly benefits from the parents, governors and the community working to support it.

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

48. Overall, the leadership and management of the acting headteacher and other staff with management responsibility are satisfactory. The school's aims and values are satisfactorily met and those with regard to relationships, pupils' attitudes to their work and children's welfare are reflected particularly well in the life of the school. Currently, the acting headteacher is working under difficult circumstances and carries an unacceptable load because she has taken on a full-time teaching commitment. This situation arose because two part-time teachers left and the school has not been able to appoint a permanent replacement. It is an unsatisfactory situation, which has not allowed the school to move forward through the monitoring of curriculum development and implementation in the present class set-up, and the identification of ways in which teaching and learning can be further improved, for instance in meeting the needs of all pupils in the mixed-age classes. In addition, because of recent staff

changes, the acting headteacher is now responsible for an excessive number of areas of the curriculum, which she has been unable to delegate fully to others. Other full-time teachers in the school hold a multiple co-ordinator role and do so with a good will. Because of the current staffing situation, it is difficult for these co-ordinators to be released from classroom duties in order to fulfil their responsibilities fully. However, as a small school, the acting headteacher and co-ordinators do look at planning and pupils' work and share ideas and concerns on a formal and informal basis. Appropriate training for performance management has taken place. The implementation of this new strategy was well in place before the present staffing restrictions.

49. The co-ordinator for special educational needs is new to the school, but has made a good start. She is already proving effective in planning and implementing good provision for these pupils. Individual education plans are up to date and contain appropriate targets for improvement. The requirements of the Code of Practice are fully met
  
50. The governors are very supportive and well informed about what is happening in the school and have formed themselves into effective sub-committees. Overall, they carry out their statutory responsibilities satisfactorily, although some minor areas have not been fully addressed. Members of the governing body take part in appropriate external training courses and there are designated governors for literacy, numeracy and special educational needs. The chair of governors takes a particular interest in the school and keeps in regular contact with the acting headteacher. He has appraised the work of the acting headteacher and set her achievable performance targets. The chair is aware of many of the strengths and weaknesses of the school. Since being in post, he has worked hard to establish and maintain good relationships with the school staff. The governors have made good progress in addressing the key issue from the last report, which emphasised the need to improve the contribution they make to the school. The chair recognises that the governing body's next step is to develop its monitoring role and become not just a supportive 'friend', but one who is able to make informed and constructive suggestions and criticisms. Governors and teachers work well together and there is a joint commitment to improvement. Through this, there is a sound capacity and determination to succeed as a team.
  
51. The school improvement plan is a good working document and ensures a satisfactory educational direction for the work of the school. It sets out manageable and clearly defined priorities for 2000/01 and identifies the sources of funding needed to carry these out. As in the last inspection report, the criteria set for monitoring whether or not the targets have been successfully completed are not always sufficiently focused on raising standards in pupils' learning, but are largely based on improving teaching. Although senior management initially draws up the school improvement plan, it is discussed with all staff and presented to the governing body, who regularly monitor its implementation. Because of the small number of pupils in the school and a fluctuating roll from year to year, it is difficult for staff and governors to plan strategically for the long-term future. The school has recognised that the current arrangement, in which children in the Foundation Stage are taught with Year 1 children and in which there is a class spanning two key stages, is not entirely satisfactory. Whilst some improvements can be made to the management of the existing provision, it is impossible for the school to make radical changes to the staffing without the availability of suitable teachers. The governors have made strong representations which have been successful with regard to the building, which is scheduled for improvement in the near future.
  
52. There are sufficient teachers to meet the demands of the curriculum. Over the last few years, many have been on training courses. More recently, these have centred on the introduction of the new National Literacy and Numeracy Strategies. Useful joint in-service days are held within the local village schools' support group. The new special educational needs co-ordinator is receiving appropriate training and support through the local education authority's Learning Support Service. There are a good number of new learning assistants who work across the school. Already they are making a positive contribution to the learning of pupils, particularly

those with special educational needs. Their development is well supported through an external training programme. Additional designated support is provided for children with statements of particular need. It has been possible to provide a room in which withdrawal groups can be taught effectively and it is hoped that even better accommodation will be provided when the new building takes place.

53. The school has some weaknesses in its accommodation for teaching the National Curriculum; however, these will be fully addressed when the proposed building programme for March 2001 is completed. This will provide new accommodation for the reception class, special educational needs and physical education, improved facilities for the pupils' dining area, and include improvements to the playground, which at present is sloping, and quite difficult especially for the younger pupils.
54. Most subjects of the curriculum have satisfactory resources. However, there are not sufficient computers for all pupils to use them frequently, and in the Year 6 classroom pupils do not have access to the Internet. The library has a good selection of books and is used well by pupils. The school has adequate learning resources with which to teach pupils with special educational needs and these are supplemented by materials borrowed from the Learning Support Service based in Uckfield.
55. The school's budget is supplemented by private, covenanted donations from parents. The governors feel this additional money is essential in maintaining the present four class structure with a good staffing level and see it as one way in which they can obtain 'best value' from the funding available to the school. Some educational priorities are well supported through the school's financial planning and this has allowed the literacy and numeracy strategies to be introduced effectively. The school makes good use of specific funding for special educational needs and has augmented this from the main school budget. This allows the school to employ a part-time co-ordinator and a recently increased number of learning assistants. These give good support across all the classes in the school. The school secretaries manage the office efficiently and new technology is used appropriately in accounting procedures. The school is effective and, despite the high unit costs inevitable in a small school, gives satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to raise standards further, the headteacher, staff and governors should:

(1) provide time and opportunities for the headteacher and subject managers to carry out their management responsibilities, in particular:

- to monitor teaching and learning in the classroom;
- to evaluate the planning of the curriculum and its implementation.  
(see paragraphs 24, 48)

(2) \*review the way in which teaching and learning are organised for the youngest children so that:

- there are appropriate levels of staffing and accommodation for children under five;
- younger children have a more suitable and exciting outside area in which to develop their social, communication, language and physical skills;
- planning ensures that reception-aged children are not included inappropriately in activities undertaken with older pupils, and receive a curriculum suitable for their age;
- the role-play area contains a more stimulating range of settings for the structured development of creative, language and social skills.  
(see paragraphs 16, 23, 57-66)

(3) \* raise standards in information and communication technology by:

- improving access to computers for all pupils;
- ensuring that all aspects of the subject are taught;
- improving teachers' knowledge and understanding of the subject.  
(see paragraphs 5, 24, 54, 108-111)

\* This is an area which has already been identified in the school's improvement plan

In addition to the key issues above, the school should also consider for inclusion in its action plan how it might:

- provide more opportunities for pupils to appreciate the diversity and richness of cultures represented in their own society. (see paragraph 33)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

25

Number of discussions with staff, governors, other adults and pupils

29

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	40	40	12	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	95
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	16

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
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	2000	9	6	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (90)	100 (80)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (100)	100 (90)
	National	84 (82)	88 (86)	88 (87)

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

\* As there were fewer than 11 boys and 11 girls who took the tests, separate figures for boys and girls are not included.

The table for Key Stage 2 has been omitted as fewer than 11 pupils took the tests in 2000.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	79
Any other minority ethnic group	0

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

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

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	23.75
Average class size	23.75

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

Total number of education support staff	7
Total aggregate hours worked per week	48

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
	£
Total income	199951
Total expenditure	198871
Expenditure per pupil	2260
Balance brought forward from previous year	0
Balance carried forward to next year	1080



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	95
Number of questionnaires returned	34

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	42	3	0	0
My child is making good progress in school.	36	58	3	3	0
Behaviour in the school is good.	33	42	18	6	0
My child gets the right amount of work to do at home.	26	41	24	6	3
The teaching is good.	45	45	3	3	0
I am kept well informed about how my child is getting on.	42	52	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	58	39	3	0	0
The school expects my child to work hard and achieve his or her best.	50	44	6	0	0
The school works closely with parents.	39	55	6	0	0
The school is well led and managed.	41	41	12	0	6
The school is helping my child become mature and responsible.	41	50	6	3	0
The school provides an interesting range of activities outside lessons.	18	42	21	15	3

### Other issues raised by parents

Some parents expressed a concern about the number of supply teachers, but this is a matter over which the school has little control.

## **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**

57. At the time of the inspection there were 14 children at this stage, of which two attend part-time. They are taught by the same teacher and in the same classroom as all the Year 1 pupils; this results in a wide range of ability and social maturity in one classroom. There have been recent re-arrangements in staffing; at the time of the inspection a part-time temporary teacher was sharing the class, which she had previously shared with the deputy headteacher, and a supply teacher. The situation was further exacerbated during the inspection, when the part-time teacher was away ill and another supply teacher, unknown to the school, took over for the last two days. These circumstances obviously had an effect upon the teaching seen, but not on the planning and provision made for these children.
58. Most children start in reception with average levels of attainment and this demonstrates a downward trend from the above average levels noted in the last report. Many, but not all, of the children have experienced pre-school education before starting school. By the time they start Year 1, the majority will meet the early learning goals and have started on elements of the National Curriculum. Short-term planning for this age of children is not sufficiently detailed and effective. It does not set clear objectives for lessons and how these are to be successfully carried out. Insufficient use is made of the teacher's knowledge of individual children's previous learning in providing activities matched to their level of ability and maturity. The presence of older pupils in the same class means that two parallel teaching programmes often have to be taught at the same time. Some joint activities meet the needs of all the pupils but, on other occasions, the younger children get left behind and become bored. The children are supported well by classroom assistants. This was particularly so in one activity when a group were making jelly in the kitchen area. However, there are limited opportunities for the children to be taught directly as a group on their own by the teacher herself. During the inspection there was no evidence of ongoing assessment taking place.

### **Personal, social and emotional development**

59. Children's personal and social development is satisfactory. From the beginning, the good induction procedures encourage a confident attitude to school. Children quickly acquire a good understanding of classroom routines and make friendly relationships with staff and with each other. They learn to take turns and share equipment. Most can maintain attention and concentrate when provided with appropriate activities, but quickly become bored in inappropriate activities. They show an interested response when presented with a stimulating situation. A few find it difficult to work on their own, or lose interest when not the direct focus of adult attention. The adults in the class are good role models in the care they take of the children and their concern for those who are less confident. Pupils are encouraged to explain the morals embodied in class stories and relate them to their own behaviour. The quality of teaching in this aspect is satisfactory.

### **Communication, language and literacy**

60. The children listen well to class stories, but there is no bright, stimulating book corner that invites and encourages them to browse and select books to read independently. They sit quietly in assemblies, although much of what happens is beyond their understanding. They like talking about what they are doing when undertaking an activity, for example when sticking a shape pattern around the rim of a plate. Most are confident conversationalists and can clearly express their thoughts both to the rest of the class and to each other. The role-play area, and dressing-up clothes, do not provide the quality provision needed for children to play out their own ideas in an imaginative way. Some children already know most letter names and sounds and recognise these in the context of a sentence. Others are just learning these.

61. Many children are able to form their letters and can already write their own names correctly. Some are ready to attempt writing independently. However, the role-play area does little to promote or encourage written work. The format of the National Literacy Strategy is followed to a great extent and when pupils finish their work in this aspect of the curriculum they are given other activities, such as puzzles, to complete. In the lesson seen, these resources were of poor quality.
62. The long-term planning is sound, but for lessons it is not sufficiently specific. Adults, both learning assistants and voluntary helpers, are deployed well in support of group work. The teaching observed in the one literacy lesson was sound. However, with regard to provision, the teachers' knowledge and understanding of how children in this age group learn are unsatisfactory. This leads to most children making sound, rather than good, progress in this area of the curriculum, but still achieving the expected goals by the time they start in Year 1.

### **Mathematical development**

63. Children's attainment in mathematics is satisfactory and they are likely to achieve the expected goals by the time they start in Year 1. They can recognise a sequence of shapes when sticking these round a paper plate and most can name colours such as red, yellow, green and blue without help. Many know their numbers up to 10 and some beyond this. Working in groups they are beginning to develop an understanding of simple addition and subtraction using five toy bananas on a plate. The children enjoy taking part in counting rhymes and join in enthusiastically with appropriate hand movements. They use trays of sand and water to measure how much is needed to fill different containers. The children's involvement in the mental starter to the whole-class numeracy hour is not so productive, as many of the number operations are too difficult for them to understand and they begin to lose interest. Otherwise, appropriate activities are suitably planned. Group teaching is left largely to classroom assistants, and sometimes voluntary helpers, who give the children good support. While the children make satisfactory progress, they have too few opportunities for the direct learning of basic skills with the class teacher

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

64. Children make satisfactory progress in their knowledge and understanding of the world. When given a stimulating opportunity they make good observations of a scientific nature. For example, they are able to make predictions about how hot water helps jelly melt and explain what will happen when the liquid produced is put in the refrigerator. However, when presented with an uninteresting introduction to a lesson about pushes and pulls, which is followed up with an activity that lacks practical experiences, the children soon lose interest. Their early historical and geographical learning is through the whole-class topics on old toys and a visit to the local post office. In their technological development, children have opportunities to use a range of construction kits and they learn to cut and join materials such as paper strips.

### **Physical development**

65. Overall, the children make sound progress in the development of their physical skills and are likely to reach the expected goals by the time they start in Year 1. Some provision for the children's development is unsatisfactory, not because of the quality of teaching, but because of the poor hall facilities and the lack of a secure outside play area into which they can move from their classroom. However, in the one lesson seen in the hall, good use was made of mats and benches. Where the teaching is good, the pupils work in an orderly fashion and there are clear expectations about appropriate behaviour. Pupils are able to practise different kinds of movement, suitably linked to their scientific work on pushes and pulls. In such lessons the progress they make is good and their attainment satisfactory. There are some

opportunities for pupils to develop their manual control through the use of small items of equipment, such as scissors and brushes.

### **Creative development**

66. The children make pictures using a reasonable range of media such as paint, crayons and collage. According to the timetable, art activities only take place in the afternoon and this excludes the part-time pupils from this aspect of the curriculum. The classroom does not present a stimulating environment in which children have opportunities throughout the day to explore and experiment with different materials. The teacher uses registration times well to sing out children's names, to which they reply in kind. In music lessons they learn to play percussion instruments. The children find it difficult to participate in assemblies, as many of the words of the hymns are incomprehensible to them. The presence of the older pupils, intent on their work, makes it difficult for the youngest children to have free investigative access to musical instruments during the school day. Opportunities for children to develop their imagination through the creative aspects of role-play are restricted by the present unexciting provision. Overall, the teaching in this aspect of the curriculum shows a lack of knowledge and understanding of the needs of children of this age and leads to an unsatisfactory quality of work being achieved.

### **ENGLISH**

67. The standards achieved by pupils aged seven are above those expected for their age. In the National Curriculum tests for seven year olds, pupils achieved results which were well above the average nationally in reading and writing in 2000; their results were above the average in reading and well above average when compared with schools of a similar background. This confirms the trend of results over the last three years, which shows pupils to be more than a term and a half ahead of what would be expected for their age. Boys and girls achieve equally well.
68. The standards achieved by eleven year olds are also above average. Although the number of pupils taking the tests in 2000 was too small for comparisons to be significant, 80 per cent of the five pupils achieved the higher Level 5; this showed good progress on the results achieved by the same pupils at the age of seven. Test results over the last three years show an upward trend. Pupils' achievement is better in English than in mathematics and science because the National Literacy Strategy has been implemented well and has been in place for longer than the National Numeracy Strategy, and also because teachers are more confident in their knowledge and understanding of the subject. The evidence of the inspection confirmed that standards are above average; good progress has been made since the previous inspection, when attainment at eleven was close to the national average.
69. Standards in speaking and listening are good throughout the school. Pupils in the reception and Year 1 class listen well to a story, such as 'The Three Little Pigs', and respond enthusiastically to the teacher's questions. They are confident speakers and show good speaking skills, for instance when they discuss a book on 'Weather' with their teacher in Year 2. Older pupils, in Year 6, speak clearly about what they like and do not like, both in their reading and generally in the school.
70. Standards of reading are good. In Year 2 pupils know the difference between fiction and non-fiction, and they know about contents and index pages in a non-fiction book. They have a good range of vocabulary and read fluently. Pupils' reading is above average at the age of seven. By the age of eleven all pupils are able to locate books in a library and find the information they want. They read a good range of fiction fluently, and all pupils read regularly both at home and in school. The majority of them read independently. Their reading is above average for their age.

71. Standards of writing are also good. At the age of seven, pupils' handwriting is good and they use vocabulary imaginatively, for instance in a poem about Jack Frost, where a pupil describes 'snow shimmering'. Higher attaining pupils use capital letters, full stops and question marks accurately, but less able pupils use punctuation inconsistently. By the age of eleven pupils have a good understanding of grammatical terms such as 'antonym', and are able to use these concepts well to improve their writing. They work together well to produce a collaborative poem in the style of an epitaph. They write in a good range of forms, including poetry and letters, and they use writing well in their work, for instance in history, or writing a Christian or Muslim prayer in religious education. Pupils achieve well.
72. Pupils have good attitudes to the subject. They maintain their concentration well, although occasionally in Key Stage 1 pupils become a little restless towards the end of a session. Pupils behave well in lessons and work well at the tasks which are set for them. They also grow in confidence as they become more articulate through the development of their speaking skills.
73. The quality of teaching overall is good. It is satisfactory at Key Stage 1, where teachers use words, such as 'fragile', well to extend the vocabulary of pupils in the reception/Year 1 class. They also make good use of praise to encourage pupils. However, teachers' lesson planning does not always show clearly the objectives for the different ages and groups within a class, and the tasks pupils are given do not always challenge all groups sufficiently. In Key Stage 2 teaching is good. Teachers manage pupils very well. Pupils in Year 3 are encouraged to work independently, for instance checking themselves whether a line of poetry always begins with a capital letter, and this leads to good learning. Teachers place a good emphasis on skills, such as handwriting and punctuation, and pupils understand clearly what is expected of them. With older pupils in Years 4, 5 and 6, teachers use questions well, for instance to make pupils look more carefully at an illustration of a Greek myth, or to involve all pupils in a discussion of epitaphs and to develop their understanding of a poem by W.H.Auden. Pupils learn well as a consequence of this good teaching.
74. The school has implemented and is using the National Literacy Strategy well, and this is contributing to high standards. It has successfully modified the format, so that guided reading can be given greater attention by taking it outside the 'literacy hour'. The school receives good support in this both from the local education authority, through monitoring visits, and from the Village Schools Association, for instance through the sharing of books for group reading. Teachers test pupils' knowledge and understanding regularly, and this helps in planning work to meet the needs of all pupils. The acting headteacher has carried out some monitoring of teaching and learning in classrooms herself, to ensure that the good provision is maintained, and this should continue. Her leadership of the subject is good. Overall, there has been good improvement since the previous inspection.

## **MATHEMATICS**

75. Most seven year olds and eleven year olds are achieving standards that are in line with the national expectation and have maintained the levels observed at the time of the previous report. In the 2000 tests for seven year olds all the pupils achieved Level 2, but none reached a higher level. They attained similar results to those achieved by all schools nationally. In comparison with schools with pupils of a similar background, the results were below average. There has been a great variation in results over recent years. The very small size of the groups has to be taken into consideration, as the achievement of one or two pupils can change the overall picture quite dramatically. The number of pupils entered in the end of Key Stage 2 tests in previous years is too small to make valid comparisons with either national standards or those in similar schools. The school's targets for the year 2000 were fully met. There is no significant difference between the attainment of boys and girls at the end of either key stage.

76. Most six and seven year olds make steady progress in their learning. However, there is a wide range of age and ability within both the younger classes. In Year 1 the pupils are successfully learning about shape and sequencing, making a party hat with colourful results. The teacher effectively focuses on the need to reinforce quick mental recall of number as part of the numeracy programme and does this through an appropriate range of number rhymes and questions. More able pupils play a game in which they throw a dice and subtract numbers. Those pupils needing more help are given work matched to their ability. In Year 2 the pupils undertake a wide range of mathematical work, which covers all the attainment targets for this subject. They understand why some numbers are odd and some even. They match numerals to words, carry out simple money calculations, measure using centimetres and learn about three-dimensional shapes. Charts are made of the time taken to carry out simple tasks. Several pupils write their figures, particularly 3s, backwards, but this situation improves as they grow older. An appropriate subject-specific vocabulary is introduced in both classes, and pupils learn words such as 'larger', 'smaller' and 'first'.
77. Overall, eight to eleven year old pupils make satisfactory progress. In Year 3 pupils are taught in the same classroom as Year 2 pupils. In whole-class mental recall sessions the teacher expertly introduces a range of questions which take account of the wide age and ability of the pupils. Work seen included the use of a 'magic' tube calibrated from 0 to 100 and pupils counting on first in tens and then in hundreds. This part of the lesson continued at a good pace and all pupils were interested and involved. Most pupils are developing effective strategies to make it easier to add three numbers together. Group work ensures that Year 3 pupils experience appropriate work matched to their different abilities. They particularly enjoy lessons where games are used to help pupils learn.
78. Year 4 and Year 5 pupils are taught together in one class. In the quick mental recall session at the beginning of a lesson, the different needs of both groups are largely met and pupils in Year 5 are sufficiently challenged. In one lesson observed, Year 4 pupils used prepared materials to work out equivalent fractions, including eighths, quarters and halves. The learning support assistant was well employed with these whilst the teacher worked with Year 5 pupils. In this particular instance, the focus was on teaching the older pupils about vulgar fractions. Pupils construct a variety of graphs to show the results of their traffic survey. In relation to other classes in the school, there is a dip in the progress made in Year 4, where there is a high proportion of pupils with special educational needs and only about half the pupils are achieving satisfactorily. The majority of pupils in Year 5 make satisfactory progress.
79. Satisfactory progress is made in Year 6. Numeracy lessons start with appropriate mental exercises. Initial class demonstration, discussion and explanation of tasks lead to the use of follow-up worksheets matched to the different abilities of the pupils. The lesson observed was based on pupils improving their use of protractors to draw accurate angles. Previous work shows that pupils in this year cover a wide range of number work, including multiplication and division, at an appropriate level. In addition there is evidence of measuring using metric units and a growing knowledge of shapes, including the identification of lines of symmetry. A suitable subject-specific language is introduced, including the names of triangles. Unfortunately, these are not always spelt correctly in the pupils' books.
80. The quality of teaching is good in Years 2 to 6 and satisfactory in Year 1. Good strategies, such as holding up an acetate sheet to show their answers, keep all pupils involved and interested during mental arithmetic sessions. It also allows the teacher to see where mistakes are being made. The sessions are well planned and appropriate resources provided. Sometimes, as seen in a good Year 2/3 lesson, these resources are made by the teacher. In Year 6, care is taken to share the objective of the lesson with the pupils. The teacher uses pupils at both the beginning and end of a lesson to demonstrate how to carry out a task and what has been learned during a session. All teachers have a secure basic knowledge of the subject and make regular use of correct subject-specific words. The loss of older pupils to local independent schools, and the number of pupils with special educational needs in some

groups, explains why the good teaching seen in lessons results in satisfactory rather than good standards being achieved by the end of Key Stage 2.

81. Support staff are deployed well in working with individual pupils or with groups needing extra assistance. Because of their well-informed support, pupils with special educational needs make good progress in relation to their abilities. Much of the work in the split-age classes could not take place without their help, as this allows teachers to focus their attention on other groups of pupils.
82. Planning is carefully linked to the requirements of the numeracy strategy. Most of the attainment targets are well covered but there is little evidence of data-handling, except in Years 4/5. Some appropriate links are made between the use of numeracy and other areas of the curriculum, for instance map reference work in geography and timelines in history.
83. Teachers speak positively to pupils about the progress that they are making during lessons and help them to gain in confidence. The quality of marking is satisfactory, with some suggestions to show how work can be improved. Marking is reinforced verbally with the younger pupils, but teachers do not insist strongly enough that younger pupils draw their numbers correctly and give them practice to rectify their mistakes. Sometimes with older pupils the teacher does not insist on the correct spelling, for instance of the names of triangles. The use of assessment is satisfactory and attainable targets are set for groups of pupils. The contents of these are usefully shared with pupils and parents, so that all can work towards a mutual goal. The acting headteacher has devolved some of her co-ordinator duties to another member of staff, but is still much involved in the maintenance of this subject. Her past dedication has resulted in the well-planned implementation of the numeracy strategy and the confidence the teachers now feel in teaching this. The local education authority consultant has helped the school with the planning and, in addition to the co-ordinator, has monitored teaching in some of the classes. Because of the present staffing restrictions, further monitoring by the co-ordinator is not possible at the moment. Useful teacher training has taken place within the Village Schools Association and on five-day courses.

## SCIENCE

84. Standards in science are average by the time pupils are seven and eleven and the attainments of boys and girls are similar. At the end of Key Stage 1 in 2000, 100 per cent of pupils were assessed as having achieved Level 2 and the school's performance was very high in comparison with the national average. No seven year old pupils reached Level 3 and above. At the end of Key Stage 2 in 2000, 100 per cent of the pupils achieved Level 4 in the national tests with none achieving beyond this. Due to the small number of pupils who took these tests, it is not possible to make valid comparisons with national figures.
85. Throughout the school, the progress that pupils make with their learning is satisfactory. In Year 1 children can identify whether an object moves by being pulled or pushed. They are beginning to make suggestions about conditions under which a wheeled toy moves faster. In Year 2, the pupils' experimental skills are developing and they are able to take part in simple investigative work. For example, using a collection of different clothing materials they carry out experiments to find out which is the strongest and the most suitable for a pair of trousers. They successfully record their results through a computer-generated graph. Lists are made of objects that are attracted to, or not attracted to, magnets. However, there is no evidence that they make sensible predictions before carrying out this work. A subject-specific vocabulary is being built up, including words such as 'rigid' and 'flexible'. Pupils learn about the parts of the body and how to keep healthy by eating the right kind of food. They find out about how objects such as toys, and things about them in the classroom, move by being either pushed or pulled. There is rather limited evidence in their books of the work they have carried out so far this academic year.

86. In Year 3, pupils learn about items that require batteries to work. The dangers of electricity are well understood. After a teacher demonstration on how to put batteries correctly into a torch, pupils are able to carry out the same exercise for themselves and the bulb lights up. Using worksheets pupils draw pictures and write about what they have learned. Due to timetable changes, it was not possible to see a science lesson in Years 4 and 5, but pupils are keen to give clear explanations about their work and show their plans for a scientific investigation on the following day. Neat diagrams show the number of bulbs to be added to different circuits in order to test the change in their brightness. There is an appropriate use of scientific symbols for batteries and bulbs. Other pupils are able to describe how they tested the length of time it would take for sugar to dissolve in different temperatures of water. They make use of a stopwatch to calculate the time accurately and results are recorded in neat table form.
87. By the age of eleven, pupils appreciate the need for a fair test, identify variables in experiments and agree procedures that will be consistent. Most are able to carry out an experiment, for example one on dissolving sweeteners in water, with a reasonable degree of accuracy. They are less confident when interpreting information and drawing conclusions, and only a few see the need for repeated readings. Pupils' past work shows that, whilst there are many opportunities for investigative work, these are generally teacher directed. This limits the opportunity for pupils to develop the higher skills of planning their own investigations and selecting resources for them.
88. Teaching is satisfactory overall, although during the inspection week there were some weaknesses in Key Stage 1. Teachers build on existing knowledge and use questions to check and extend pupils' understanding. There is an appropriate level of practical work and a suitable balance across all the attainment targets. Generally, the lessons are well presented with resources to hand. Teachers introduce pupils to an accurate scientific terminology and emphasise the safety hazards involved. For example, pupils were warned not to cut up batteries or to taste solutions. Teachers and non-teaching staff support pupils with special educational needs well, and as a result these pupils make good progress in relation to their ability. Whilst the recording of work is often matched to the different abilities of pupils, teachers seldom plan the initial learning task in the same way. This limits the progress made by some pupils, particularly the more able. They are not always sufficiently challenged and this affects the quality of their learning. The Year 6 teacher makes some good comments in pupils' books to suggest ways in which improvements can be made.
89. There are some weaknesses in teaching in the youngest classes. During the inspection week an inappropriate interpretation of the school's planning by a temporary teacher led to rather a chaotic lesson in Year 1 in which pupils made little progress. The present organisation of the curriculum in the Year 2/3 class, in which lessons covering two different subjects are taught simultaneously, does not always allow the teacher sufficient time to focus her attention on either group. External visits, both within the local environment and to places further afield, enhance this area of the curriculum. Recent educational trips have included visits to the Millennium Dome, Ninfield Study Centre, Sayers Croft and Gatwick Airport.
90. The planned curriculum relates appropriately to science in everyday life. For example, elements of healthy living are taught and the safety aspects of electricity raised. An awareness of drug misuse is included. There is an experienced, enthusiastic co-ordinator for this subject who feels that the science curriculum has been sidelined recently by the national emphasis on literacy and numeracy. Her monitoring role is at present limited. The new national guidelines for science now usefully form the basis of the school's planning for this area of the curriculum. There is no formal assessment for science. The teachers record in their own way how different pupils have performed in lessons and what they need to experience next to make appropriate progress.



## **ART AND DESIGN**

91. The standards achieved by pupils aged seven and eleven are as expected for their age. By the age of seven the majority of pupils can produce a sound observational drawing, for instance of a boat. They also use pastels and felt-tip pens to produce a range of patterns. Pupils in Year 3 use colour well to extend a photograph from a magazine. Pupils in Year 4 have experimented with a degree of success with a range of printing techniques. Year 5 pupils have produced good observational drawings of plants, which they have then coloured using different media. Higher attaining pupils have taken a small part of their drawing and produced a repeating pattern based on it. Pupils in Year 6 show satisfactory drawing skills when using a variety of shapes in preparation for drawings of buildings. They have also produced some good paintings based on Egyptian art and have also done some three-dimensional work in the same style, although the artist focus studies in Key Stage 2 are all based on artists from the western tradition. Pupils' attitudes to art are good. They are well motivated and remain fully engaged in the task they are doing. They behave well in lessons.
92. The quality of teaching is satisfactory overall, but some very good teaching was observed in a lesson with the mixed Years 4 and 5 class. The teacher used her good understanding of the subject to support pupils well, evaluating their work and suggesting ways they could improve it. They were also offered a good range of natural materials to use in their prints, as well as a choice of media to colour their drawings, which encouraged their independent learning. Again in Year 6 the teacher provided good evaluations of pupils' drawing, which had a positive impact on the progress they made.
93. The school uses visits, for instance to the National Gallery, to widen pupils' experience of art, as well as taking part in art days organised by the Village Schools Association. The co-ordinator has only recently taken over the post during the absence of the headteacher, and she has not yet had any opportunity to monitor teaching and learning in other classes, although she sees teachers' planning and work on display. The school could make more use of art from other cultures to widen pupils' understanding of the cultural diversity within society. Standards appear to have declined since the previous inspection, when they were described as 'above expectations', but this is a consequence of changes of emphasis in the curriculum resulting from national initiatives.

## **DESIGN AND TECHNOLOGY**

94. There were no opportunities to observe design and technology being taught during the inspection, but discussion with pupils and an analysis of their work shows that they achieve satisfactory standards at the ages of seven and eleven.
95. The school is using national guidelines to ensure that pupils develop the skills which are necessary through a series of projects, sometimes linked to other curriculum areas. For instance, pupils in Year 1 have designed a fruit salad. They have also worked with a range of construction kits, which they assemble and take apart successfully. Pupils in Years 2 and 3 have designed and made frames for photographs taken with a digital camera, and they have used a selection of shells well to decorate them. Pupils in the upper junior age range have worked in pairs to design a merry-go-round. They are able to describe the design process, and also how they modified their design successfully to make it work. They also evaluate the finished product, identifying how it could be improved.
96. Pupils' work shows evidence of sound planning by teachers, and pupils talk about it with enthusiasm and interest. The co-ordinator has only recently taken over the role, and there has been no opportunity for her to monitor teaching and learning in the classroom. Overall, however, there has been a satisfactory improvement since the previous inspection, when there was little evidence of work of the expected standard at the end of Key Stage 2.

## **GEOGRAPHY**

97. Only one lesson was observed during the inspection, but teachers' planning and pupils' work were looked at and some Year 6 pupils interviewed. On this basis, it was possible to make the judgement that by the time pupils are seven and eleven they are reaching standards in geography that are in line with national expectations. The sound progress they make in this area of the curriculum has been maintained since the last inspection.
98. In both key stages, good use is made of the rich local environment. The younger children visit the village post office and look at road signs. Older pupils carry out traffic surveys, and in the Year 4/5 classroom their results are displayed clearly in graph form. In Year 4, the pupils look at why people go on holiday and the reasons for their chosen destinations. In Year 6 local issues, such as the need for a village by-pass, are discussed sensibly. The pupils weigh up carefully the effect on different residents and businesses in the community. A hypothetical questionnaire is constructed so that the views of villagers can be sought. Their work on the history of Egypt includes looking at the effect of the Nile on settlement and agriculture. This leads to a study of water in the local area and how different people use it.
99. In the past it has been possible to plan an exchange with another school in Peacehaven and in this way pupils have been able to compare and contrast Nutley with another location. The Year 6 pupils are knowledgeable about maps. They know about different scales and points of the compass. They can describe many of the usual symbols used on maps, such as those for a church and road markings. The same pupils have a clear understanding of the meaning of conservation and pollution. They talk of visiting a local Forest Centre and know about the recent oil spillage. They understand the effect this could have on life on the Galapagos Islands. However, pupils could not remember studying any locality, such as a village in Africa or India, in a country that is less economically developed than their own.
100. It was not possible to see sufficient geography lessons to make a judgement about the quality of teaching. However, a discussion with pupils, teachers' planning and work in pupils' topic books shows this to be at least satisfactory. All teachers have maps and globes on display and there is a good range of resources, including local study information and computer programs. Some good links are made with other subjects, particularly history and mathematics. In the Year 4/5 class, the pupils use an appropriate computer program to handle their traffic survey data and produce it in the form of clear pie charts and graphs. In Year 6, the teacher usefully highlights unfolding world events of a geographical nature, displaying current newspaper cuttings about the drought in Rajasthan and the oil spillage close to the Galapagos Islands.
101. Currently, the acting headteacher has taken on the co-ordinator responsibilities for geography. Her main role has been to adapt the new national guidelines to meet the school's needs. There is a clear curriculum map showing which geographical units will be taught over a two-year cycle. As in history, it is designed to ensure full coverage of the National Curriculum and is based on the school's normal year group organisation. This area of the curriculum is enriched by visits to places in the locality and to others further afield such as a residential environmental centre, Sayers Croft, in Surrey.

## **HISTORY**

102. Seven and eleven year olds reach standards in history that are in line with the expected level for pupils of their age. In the last report, standards in attainment were deemed to be good at the end of Key Stage 2. It was only possible to see one lesson in each year group during the inspection, partly due to timetabling and partly due to an emphasis on geography in some classes at this time. Judgements are based on evidence in teachers' planning and pupils' topic books. Pupils make satisfactory gains in learning the skills needed for historical

research, as well as in their knowledge and understanding of a suitable range of famous people and past events.

103. Year 1 and Year 2 pupils are able to explain sensibly the differences and similarities between present day toys and those that children played with in the past. Some have provided a useful collection of toys for all to study. Seven year olds are knowledgeable about the differences in materials with which these are made. They know that plastic has been used only relatively recently in the manufacturing process.
104. Work on the ancient Greeks is introduced in Year 3 and pupils are taught about different aspects of this civilisation. To find out more about the pottery of this period, they watch a video and look for information on the Internet. Pupils use a good selection of pictures and books in their enquiries. A timeline of relevant dates, including the birth of Christ, helps them to begin to understand chronology. However, much of the planned content is too difficult for this age group to comprehend. Work on the walls in the Year 4/5 classroom suggests that the development of pupils' understanding of the life in ancient Greece is more appropriate for this age group. In this classroom, there are careful drawings of triremes and Greek armour as well as information about Sparta and Athens. There is evidence that pupils are learning about Greek gods.
105. Year 6 pupils study the life of the ancient Egyptians at an appropriate level for their age. The quantity and quality of past written work shows that a great deal of information has been gained from this study. Pupils have looked closely at life at that time, learning about hieroglyphics, the use of papyrus and the exploration of Tutankamun's tomb. They have related their understanding to more recent developments in Egypt and learn about the changes in farming brought about by the Aswan High Dam. They are gaining a suitable subject-specific vocabulary, using words such as 'shaduf' and 'irrigation'. The lack of Internet facilities precludes pupils from finding out information through this means. There is little evidence of pupils knowing that some events, people and changes have been interpreted in different ways and suggesting possible reasons for this.
106. There is insufficient evidence to make an overall judgement about teaching in this subject. In both the lessons seen the quality of teaching was satisfactory. In Year 3, the teacher had sensibly adapted the planning for the subject to accord more closely with the understanding of this age group. The work produced in Year 6 shows that the teacher has a good subject knowledge and that careful planning leads well into work of a geographical nature.
107. Currently, the acting headteacher has taken on the co-ordinator responsibilities for history. Her main role has been to adapt the new national guidelines to meet the school's needs. As in geography, there is a clear curriculum map which is designed to ensure full coverage of the National Curriculum over a two-year cycle and is based on the school's normal year group organisation. It does not take account of the unusual circumstances pertaining in the present year. There are appropriate links between history and other areas of the curriculum. Artwork has been produced in connection with both the Egyptian and Greek projects. Some links have been made to literacy through, for example, Greek myths and legends. Geographical work on the village includes that of a historical nature. Visitors kindly come to talk to the pupils about when they attended the school and a professional group shows a collection of old toys. Educational trips include one to the British Museum to study exhibits on the ancient Greeks and Romans. A residential visit is planned to Hook Court in Dorset and during this the pupils will experience aspects of Tudor life.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. The standards achieved by eleven year old pupils are below those expected for their age.
109. Seven year olds are able to access information from a CD-ROM. They work well independently on the computer, but opportunities are limited, and some pupils had not used a computer for several weeks at the time of the inspection. However, pupils' attitudes are

positive and they enjoy accessing information. They know how to use different fonts when word-processing, and they have some experience of using graphics. However, as pupils move through the school, the number of computers available and the software to go with them make it difficult for them to meet the requirements of the curriculum. Pupils in Year 4 worked on paper exercises on tree branch diagrams (devising a series of questions to lead to a given answer), and in Year 5 they practised putting information onto a spreadsheet, again on paper, but they do not have immediate opportunities to put what they have learned into practice on a computer. Older pupils in Year 6 have not yet had the opportunity to carry out control and monitoring tasks, and in their temporary classroom, due to be demolished under the plans for a new building, they do not have the facility to access the Internet and other forms of communication technology.

110. The quality of teaching is satisfactory, given the limitations imposed by the resources. The school acknowledges the need to provide further training to improve teachers' own knowledge and skills. Nevertheless in Years 2 and 3 the teacher provided a good demonstration for pupils of how to access information from a CD-ROM, which enabled them to work on their own subsequently. In Years 4 and 5 the teacher planned separate tasks for the two year groups, which enabled them to learn at an appropriate pace, and similarly in Year 6 the teacher had devised a good paper task on the use of monitoring devices in household appliances, but in both cases pupils' progress was limited by the lack of immediate access to a computer. In a religious education lesson with pupils in Years 2 and 3 the teacher made good use of the Internet to obtain information about the Jewish festival of Pesach; she encouraged pupils to read the information and also access the site at home. Pupils in Years 4 and 5 use a computer program successfully to present data from their traffic survey. However, further opportunities should be sought to use information and communication technology across the curriculum.
111. The situation is similar to that at the time of the previous inspection, when there were weaknesses in some aspects, particularly at Key Stage 2. The school has a good plan for the development of the subject, but its implementation has been delayed by the postponement of training for staff and the impending building works, which will make it possible to improve facilities, particularly for older pupils. Good use is made of information and communication technology to support pupils with special educational needs, for instance with laptop computers or with programs to help with spelling. There are as yet no opportunities for the co-ordinator to monitor the use of the computers in other classrooms, and there is no consistency in the methods for the assessment of pupils' attainment in the subject.

## **MUSIC**

112. Overall, satisfactory standards within both key stages have been maintained since the last inspection. Pupils make variable, but generally sound, progress in this subject as they move through the school. However, there is a great difference in the quality of learning in different aspects of the subject.
113. The youngest pupils sing counting rhymes enthusiastically and all take part in this activity. It helps them greatly with their number work. The teacher uses registration time well to sing out pupils' names and they respond in a similar vein. The pupils learn to use untuned instruments to create long and short sounds. They do the same using their voices. The same quality of singing is not evident in assemblies, in which the difficulty of the words and music makes it hard for some to participate fully.
114. Recorded music, such as 'Tubular Bells' by Mike Oldfield, is used in Year 4/5 to spark off ideas. The lively teaching and quick pace of delivery ensures that pupils make good progress in their musical understanding and knowledge. The pupils enjoy clapping and chanting the rhythm of such phrases as 'jelly on a plate'. Good opportunities are afforded for them to practise clapping out similar rhythms in a group. They repeat the phrase in order to achieve an

overall musical effect and then perform their work to the rest of the classes. Several pupils are able to translate rhythms into appropriate musical notation. All are increasing their musical vocabulary.

115. Several Year 6 pupils attend instrumental sessions for which there is a charge. There are good opportunities to learn to play the violin, keyboard and guitar. In the keyboard sessions the pupils are achieving well. They show great concentration and a commitment to improvement. They practise regularly at home. Two pupils played a pleasant duet together with real pride and enjoyment.
116. Recorded music is played on entry to assembly. As noted at the time of the last inspection, opportunities are missed to raise awareness about the characteristics of this piece. The school has no pianist but the Year 6 teacher, who is a singer herself, leads the music assembly by playing a guitar. Although the singing is more tuneful than in other assemblies, there is poor participation by the youngest pupils and by some members of Year 6. There is a lack of enthusiasm about the choice of hymns and many pupils only join in wholeheartedly with the chorus.
117. There is insufficient evidence to make an overall judgement about teaching in this subject. It was good in the one music lesson observed and this was in the Year 4/5 class. Planning shows that pupils experience a satisfactory range of opportunities to perform, compose, listen and appraise. The pupils take part in inter-school activities such as the carol concert at Tunbridge Wells. At Christmas, they sing in the local church. An end-of-year musical production is performed to friends and relatives. Last year this was based on the story of Robin Hood. A successful visit by an Indian music maker led to pupils taking part in a Glyndebourne festival.
118. In the absence of a music specialist, the acting headteacher has recently taken on the role of music co-ordinator. The new national guidelines for the subject are being used to support non-specialist teachers in their planning and delivery of the music curriculum. The school also allocates five per cent of its teaching time to rehearsals for drama and musical productions, which extend pupils' learning in the classroom.

## **PHYSICAL EDUCATION**

119. There were limited opportunities to observe physical education being taught during the inspection. At the time of the previous inspection, the hall was inadequate for the teaching of gymnastics and dance. This is still the case, although there are plans to extend the accommodation to include a new hall in the near future.
120. Only two lessons were observed during the inspection, and one of these had to be abandoned because of adverse weather. In a joint reception/Year 1 class, the Year 1 pupils performed a series of pushing and pulling movements on mats and benches. Their standards were as expected for their age, and pupils worked well together. There was no opportunity to observe Year 2 pupils during the inspection, and so it is not possible to make a judgement on the standards achieved by seven year olds. Pupils in Years 3 and 4 go swimming during the summer; it was not possible to observe this during the inspection, but the school reports that 90 per cent of the pupils meet the level expected in the National Curriculum. In the curtailed Year 6 lesson pupils showed average ball skills in small football type games, and a minority of boys showed good skills when playing 'piggy-in-the-middle'. Pupils maintained their concentration well during increasingly wet conditions and enjoyed the activities.
121. In the activities seen, the teaching was good. Teachers have a good understanding of the subject, and they manage pupils well, with a good emphasis on safety. The school has a satisfactory range of resources and teachers use these well. Despite the limitations of the accommodation, the school plans for the full range of physical education activities, and these are supplemented by a range of inter-school competition, for instance in football, netball,

athletics and swimming, within the local district and through the Village Schools Association, and by outdoor and adventurous activities on a residential course for older pupils.

122. Because of the issue of the accommodation, the situation is similar to that which prevailed at the time of the last inspection. The co-ordinator has a good understanding of the subject and a clear idea of what needs to be achieved, although she has not yet had an opportunity to monitor teaching and learning in other classes.

## **RELIGIOUS EDUCATION**

123. At the ages of seven and eleven pupils achieve the standards expected in the guidance from the local education authority on what should be taught in religious education.

124. Pupils in Year 2 have a satisfactory knowledge of Christianity and Judaism. They can recall key words such as 'Pesach' and 'Torah', and have an understanding of their significance to a Jew. They also know something about Hinduism and Islam from sharing their work with Year 3. In the lesson observed the teacher used artefacts, such as the Seder plate, well to help pupils understand the meaning of religious practice. She also made good use of the Internet to extend pupils' learning, encouraging them to pursue it further at home.

125. At the age of eleven pupils have a satisfactory understanding of a range of religious practices, such as prayer in both the Muslim and Christian traditions. They have a good recall of previous learning, for instance about sacred books, reinforced by the teacher's own good knowledge of the subject. In the lesson observed the teacher managed the pupils well and the good relationship she has established with the class made it possible to initiate a discussion on the concept of 'sacred', to which the majority of pupils contributed well, although a small minority lost interest as the discussion went on.

126. The overall quality of teaching is satisfactory. Pupils have positive attitudes to the subject and show interest, although a small minority find it difficult to maintain their concentration. The co-ordinator has only recently taken over responsibility for the subject, and as yet the school does not assess pupils' attainment against the levels in the local education authority's new guidance. Pupils have visited a synagogue and listened to a speaker from the Jewish faith, but the school has not yet used visitors from other faiths to extend pupils' knowledge and understanding. Overall standards have been maintained since the previous inspection.