

INSPECTION REPORT

BONNERS C.E. PRIMARY SCHOOL

Maresfield, Uckfield

LEA area: East Sussex

Unique reference number: 114511

Headteacher: Marion Ponting

Reporting inspector: Peter Sudworth - 2700

Dates of inspection: 26th – 28th February 2001

Inspection number: 208322

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed

School address: School Hill,
Maresfield,
East Sussex
Postcode: TN22 2EG

Telephone number: 01825 762381
Fax number: 01825 762381

Appropriate authority: Governing Body
Name of chair of governors: Maureen Cotttingham

Date of previous inspection: November 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Sudworth 2700	Registered inspector	Science; Music; Design and technology; Religious education; Special educational needs.	What sort of school is it? The school's results and achievements. How well are pupils taught? How well does the school care for its pupils? What should the school do to improve further?
Robert Love 9030	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with its parents?
Gay Wilkinson 2749	Team inspector	English; Art and design; History; Foundation Stage; English as an additional language.	
Tom Prosser 22669	Team inspector	Mathematics; Geography; Information and communication technology; Physical education; Equal opportunities.	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

The inspection contractor was:

NES Education Services Ltd.,
Linden House,
Woodland Way,
Gosfield,
Essex CO9 1TH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar,
Inspection Quality Division,
The Office for Standards in Education,
Alexandra House,
33 Kingsway,
London. WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	23
HOW WELL IS THE SCHOOL LED AND MANAGED?	24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bonnars C.E. Primary School is a rural school, mainly attended by children from the village of Maresfield, although a few pupils come from Uckfield. Most of the children come from housing association and local authority housing, although some pupils live in privately owned homes. Attainment on entry ranges from well above to well below average but, overall, attainment on entry at the age of four is below expectations in mathematics and English. The school has 108 pupils in four classes, an increase in pupil numbers since the last inspection, but it is still smaller than most primary schools. Almost all the pupils are of white European origin. Three pupils have English as an additional language but they are fluent in English. Nineteen per cent of the pupils have free school meals, about the national average. The number of pupils on the special educational needs register, approximately 28 per cent, is above the national average. There is little pupil mobility; only two pupils left the school during the course of the last academic year. The school's main aim is to help each child to realise his or her maximum potential, within a Christian environment. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

Bonnars CE Primary is a rapidly improving school with some very good features. The management of the school is effective. The headteacher gives good leadership. Pupils' attitudes are very good and their personal development is good. Standards of attainment are rising and most pupils make good progress. The quality of teaching is good. Some is excellent and much is very good. The pupils receive a broad education. Value for money is good

What the school does well

- The good quality of teaching contributes to the good progress which the pupils make; members of staff work closely together and are highly committed to further school improvement;
- Pupils' work is productive resulting in good achievements; pupils' attainment in art and design in both key stages is above expectations for their age;
- The provision for extra-curricular activities is very good and pupils take a full part in them;
- The pupils' have very good attitudes to their work and to one another; their very good behaviour and enthusiasm for school ensure they make best use of their time;
- Provision is very good for pupils' moral and social development and good for their spiritual and cultural development;
- Provision for those with special educational needs is good and these pupils make good progress as a result;
- Pupils are well cared for and there are good arrangements for child protection and welfare.

What could be improved

- A more rigorous monitoring role for the headteacher, now that the school has been led out of its previous serious weaknesses;
- Learning targets for special educational needs pupils could be more precise and their individual education plans reviewed at more regular intervals, despite the good provision made for these pupils in all other respects;
- Agreed expectations about the way pupils present their work;
- Monitoring pupils' progress in subjects other than reading and mathematics;
- The amounts of recorded work in geography, history and religious education;
- Ensuring the school complies with the locally Agreed Syllabus in religious education;
- The quality of the school's outdoor provision for play and for the physical development of children in the Foundation Stage.

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

The strengths of the school now considerably outweigh the aspects that could be the focus for development.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1998 when it was found to have serious weaknesses. It has made very good progress since that time and those major weaknesses have been resolved. Parents justifiably have a much greater confidence in the school and the number on roll has risen. The quality of teaching has improved and there is a better range of teaching expertise amongst the staff. Pupils now make much better progress. More teaching time is given to science and information and communication technology. Standards have risen in reading and by age 11 pupils reach at least the expected standards in English, science, mathematics and in information and communication technology. Standards in Key Stage 1 have also improved. The quality and amounts of resources have increased. Assessment systems are better, although there is still room for further improvement. Provision for spiritual, moral, social and cultural development is much better. The school gives much better value for money.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	D	A	A*	A*
Mathematics	E	B	A*	A*
Science	D	B	A*	A*

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The grades for 2000 are not statistically significant because of the very small number of pupils in the school who took the Key Stage 2 national tests in 2000. Nevertheless, the very high results achieved last year indicate significant improvements in standards. In recent years Key Stage 2 pupils have generally enjoyed more success comparatively than Key Stage 1 pupils. Most pupils in both stages are in line to attain the expected levels in national tests in 2001 and some to attain the higher levels. Standards in art and design in both key stages are above expectations. There was insufficient evidence to judge attainment in religious education and music. Standards are in line with national expectations in both key stages in all other subjects. Pupil attainment targets are set at sufficiently high levels and the school has reached them. Good use is made of information and communication technology across the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work, enthusiasm for school and involvement and interest in the activities are very good.
Behaviour, in and out of classrooms	Pupils are courteous and well mannered. Their behaviour in school is very good and it is good when they are at play.
Personal development and relationships	Relationships between the staff and the pupils and amongst the pupils are very good. Pupils' personal development is good.
Attendance	Attendance is broadly satisfactory and has improved during the current year. Unauthorised absence has been much higher than the national average. Levels of punctuality are generally good.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good, which represents a significant improvement on the previous inspection report. Eleven per cent of the 35 lessons observed were excellent, 20 per cent very good, 51 per cent good and the remainder satisfactory. No unsatisfactory teaching was observed during the inspection. The good quality of teaching is spread throughout the school. All teachers manage their classes well and have good relationships with the pupils. Standards of discipline are very good. Pupils take on responsibility for their own behaviour. These factors enable lesson time to be used well and help pupils to concentrate on their work. Pupils persevere even when the task is difficult. They achieve well as a result and complete good amounts of work in the time available. In most lessons the teachers explain carefully the purpose of the lesson. All teachers give clear instructions about the activities so that pupils can settle to work quickly. Lessons build carefully on what pupils have done before. Teachers treat pupils' contributions in lessons with respect. They plan their work well and research the content thoroughly. They know their pupils' capabilities very well and match the work well to pupils' prior attainment and build on their previous knowledge. Consequently the progress pupils are making is good. All teachers make good use of resources and pupils' interests are aroused as a result. Pupils are taught to consider health and safety issues as they carry out their work and to think of others. Teachers are often imaginative in their ideas. They ensure that good use is made of information and communication technology across the curriculum and as a result pupils' skills are increasing quickly. Good links are made between subjects. The teaching of pupils with special educational needs is good. It is also good in literacy and numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are sound. Insufficient recording of pupils' work in geography, history and religious education takes place. Very good provision is made for extra-curricular activities.
Provision for pupils with special educational needs	Provision is good. Teaching support for pupils with special educational needs is generous and pupils receive good levels of assistance. Special educational needs pupils make good progress.
Provision for pupils with English as an additional language	Only three pupils have English as an additional language and all speak English fluently and they have a good understanding of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is good. Provision for pupils' moral and social development is very good and it is good for their spiritual and cultural development.
How well the school cares for its pupils	The pupils are well cared for and good provision is made for their general welfare.

The school has very good links with its parents and they provide good support for the school. The school does not give enough attention to the Local Agreed Syllabus in its teaching of religious education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is good and subject co-ordinators manage their responsibilities effectively. The headteacher has guided the school successfully out of serious weaknesses and sets a good tone for the school. The time is now appropriate to ensure consistency of practice across the school.
How well the governors fulfil their responsibilities	The Governing Body fulfils most of its statutory responsibilities but does not ensure that the locally Agreed Syllabus for religious education is followed.
The school's evaluation of its performance	The progress of initiatives on the school development plan is monitored regularly and pupils' performances in national tests are analysed in detail.
The strategic use of resources	Good use is made of the school's financial resources and grants are used for their intended purposes.

Levels of staffing are good. The school's accommodation is satisfactory and there are generally adequate learning resources; they are good for literacy and special educational needs. The school applies the principles of best value to good effect.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school, are expected to work hard and make good progress;• Behaviour in the school is good and pupils are encouraged to be responsible;• Teaching is good;• The school works closely with parents and they are kept well informed about their children's progress;• The school is well led and managed;• The school provides an interesting range of activities outside lessons.	<ul style="list-style-type: none">• The children do not get the right amount of homework.

The inspection team agrees with the positive views expressed by parents. The amounts of homework are generally appropriate for the ages of the pupils but special educational needs pupils sometimes receive too much.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils enter the school with below expected attainment in language and mathematics but their personal, social and emotional development meets expectations. The children make good progress in the Foundation Stage in communication, language and literacy and begin to read using their acquired knowledge of phonics so that by the end of the Reception year, attainment is in line with expectations. The children make similarly good progress in mathematical development and by the end of the Reception year their attainments overall are in line with national expectations. The children can recognise numerals to ten and write them to five and make simple repeating patterns. They recognise common two- and three-dimensional shapes. The children reach expected standards in their knowledge and understanding of the world, in their personal, social and emotional development and in their creative and physical development by the end of the Reception year. Progress made in the Reception year is good overall.

2. Overall, pupils' current attainment in English in both key stages is in line with expectations. A few pupils attain more highly at each key stage and are in line to obtain the higher level in the end of key stage tests, whilst a few have special educational needs and their learning difficulties will prevent them from attaining the expected levels. There has been an improvement in standards since the last inspection in both key stages. The overall trend of results in national tests in Key Stage 1 has been in line with the national trend but, nevertheless, reflects some fluctuations. In the most recent national tests, results were similar to those reported at the last inspection with boys performing slightly better than the girls against the national trend. Results in the most recent Key Stage 2 tests in English and current attainment in the subject both reflect a big improvement in standards since the last inspection. Boys have maintained their slightly better performance against the girls. The trend in improvement in Key Stage 2 is better than the national trend but these results need to be interpreted with caution, as they do in the Key Stage 2 tests in science and mathematics, because of low pupil numbers in the age group. Nevertheless, there is clear evidence in these subjects of improvement over time. Pupil achievement targets are set at sufficiently high levels and the school has reached its targets.

3. Speaking and listening skills are in line with expectations at the end of both key stages. Pupils in both key stages use appropriate language to talk about stories, discuss grammatical features, express feelings and emotions and relate to events. They make appropriate use of formal grammar structures. Their listening skills are good. They are courteous as they listen carefully to others and their comprehension of verbally related instructions and recounting events of a story are sound.

4. Pupils read a variety of texts, including poetry, and they read regularly at school and at home, some supported well by their parents. Many pupils enjoy reading. Progress is satisfactory at Key Stage 1 and good in Key Stage 2. By age eleven, pupils can scan the text and find information quickly. They make good use of dictionaries and thesauri when they need a meaning or an alternative word. They understand how fiction and non-fiction books are arranged and have good strategies to find out whether a particular book is suitable for their interests and capability. By age 11, pupils can find information quickly by using the index and then scanning the page to find specific detail.

5. Writing standards are appropriate by age seven and eleven and pupils make good progress from previous standards. By the end of Year 6, they write in paragraphs and in complex sentences using a range of punctuation accurately. Handwriting is satisfactory but spelling is sometimes inconsistent. Presentation of work is sometimes careless with too many crossings out.

6. Reading, writing, speaking and listening are used well in some subjects across the curriculum, for example to discuss their approach to experiments in science and to record their results. In mathematics they explain their mental processes in calculations and in information and communication technology they word-process their work. A good feature in the development of speaking and listening skills is the provision of frequent opportunities for pupils to turn to a partner to share ideas and this strategy is enhancing their use of language.

7. In the end of Key Stage 1 mathematics tests in 2000, the proportion of pupils reaching the expected and higher levels was well below the national average. When compared with similar schools nationally, the results were also well below average. However, the trend for improvement over time from 1996 has been steady and was in line with the national trend. The results in 2000 did not conform to the improving trend and were contrary to the overall improvement within the key stage. The high number of pupils with special educational needs is a major reason for this dip. Current Year 2 pupils can round up or down to the nearest ten to help them when adding two numbers together and have a sound understanding of place value of three-digit numbers. Higher attaining pupils make appropriate progress. Most current Year 2 pupils have achieved well from their below average start on entry to the school and are in line to attain standards which meet national expectations.

8. The mathematical attainment of the few pupils who took the 2000 Key Stage 2 national tests was very high, although results need to be treated with caution because they are not statistically significant. The trend in improvement has gone from below the national trend in 1996 to well above the national trend in 2000. Within Key Stage 1, girls perform slightly better than the boys in national tests, whilst the converse applies in Key Stage 2 with the boys achieving slightly better than the girls. By Year 6 pupils can identify and use appropriate operations to solve word problems and explain their methods and reasoning. Good use is made of numeracy skills in the rest of the curriculum, for instance, time lines in history, graph work in geography and science and measurement in art and design and in design and technology.

9. Pupils with special educational needs are supported well by the class teacher and classroom support assistants, and, as a result, make good progress in both English and mathematics. Significant factors in the good progress made by these pupils are the very good adult support, including the quality of the learning support assistants, the good levels of resources, including computer software, and the good planning of activities to match their capabilities.

10. In science the attainment of most pupils in both key stages is in line with expectations. About one quarter of the small cohorts in both key stages are in line to obtain the higher level and the same proportion is working at below expected levels because they have special educational needs. Results obtained in national tests at the end of Key Stage 2 since 1997 have shown consistent improvement from well below average to very high against all schools nationally in 2000 when they were in the top five per cent of schools nationally. Key Stage 2 boys have been doing particularly well and they have been doing much better than boys nationally. Nevertheless, as in mathematics and English, results have to be treated with some caution. Teacher assessment of pupils' attainment in science at the end of Key Stage 1 indicates average performance against all schools nationally in 2000.

11. Key Stage 1 pupils have a good understanding of different materials and can sort materials according to their properties, using their own criteria. They understand simple electrical circuitry and conductivity. Key Stage 2 pupils can define liquids, solids and gases. Pupils throughout the school have good opportunities to carry out investigations and to understand the process of fair testing. They often make their own decisions about how they will evaluate the results. Pupils make good progress in both key stages. Their achievements are good.

12. Attainment in art and design is above national expectations by the end of both key stages and all pupils make good progress and achieve well. The school has maintained the standards reported at the previous inspection. They develop good skills in observational drawing techniques in Key Stage 1, which they refine further in Key Stage 2. In both key stages pupils learn techniques of famous artists and try these out successfully to inform their own work as in Key Stage 1 pupils' work related to Monet and Pissarro and their own mixed media work of flowers. Key Stage 2 pupils plan and make a cut paper design based on the work of Matisse and design and make silk prints based on the work of Hockney. They use pencil with good control and skill in portraits and in observational drawings of natural objects. In these they have the ability to show light, shade, texture and tone.

13. Pupils' attainment in design and technology, history and geography is in line with expectations by the end of both key stages and achievements are sound overall, although amounts of recorded work are limited. Pupils' attainment in physical education meets expectations by the end of both key stages. Overall, pupils make satisfactory progress through Key Stage 1 and their attainment is in line with what is expected of their age group. Pupils make satisfactory progress in Key Stage 2 and benefit from a range of extra-curricular sporting activities provided by staff and parents. Attainment is satisfactory overall with good attainment displayed by some pupils who are trained by a professional football coach. Pupils have swimming lessons at a local centre and generally they are able to swim the nationally recommended 25metres before they leave the school.

14. There was insufficient evidence to judge attainment in music and religious education because these subjects were not being taught during the inspection. Pupils record only a limited amount of work in religious education. Good use is made of music in assemblies and pupils listen respectfully and maturely to it. Pupils sing tunefully, with enjoyment and with full participation.

15. Pupils' achievements are satisfactory in information and communication technology. By the end of Key Stage 1, standards of attainment in information and communication technology are broadly in line with expectations. Key Stage 1 pupils can type their own names using different fonts and size of text. They can import graphic images, which they combine with text. They make satisfactory progress. By the end of Key Stage 2, pupils are competent in a range of skills and are familiar with a variety of programs. They combine text with graphics with greater sophistication and are able to create spreadsheets. There is, however, still room for further improvement in Key Stage 2 and for the pupils to achieve higher standards. Good use is made of information and communication technology to support other areas of the curriculum.

Pupils' attitudes, values and personal development

16. Pupils have very good attitudes to school and this makes a significant contribution to their learning. They show interest in what their teachers want them to do and are attentive and keen to participate, for example when asked questions. Pupils put up their hands before answering and are courteous in listening to the views of others. There is a purposeful, industrious atmosphere throughout the school. The pupils state that they enjoy school and enjoy the activities. Parents confirm this in their responses to the questionnaire.

17. Ninety-five percent of parents who responded to the pre-inspection questionnaire state that behaviour is good and the observations of the inspection team support their view. The good behaviour noted at the time of the previous inspection has been maintained and now behaviour is usually very good in lessons and good around the school. No pupils were permanently excluded during the past year. Pupils and most parents are happy that there is little or no bullying or racism. Pupils express their confidence that teachers would deal with any bullying should it occur. Relationships throughout the school are very good. Pupils are polite. They are mature and responsible. They take good care of the school environment.

18. Personal development is good, as at the time of the last inspection. Pupils grow in confidence in response to the opportunities provided by the school and the friendly, respectful but hard-working ethos. Pupils play well together in the playground. They move about the school in an orderly manner. They co-operate well together in pairs and small groups in lessons. Pupils listen carefully to each other during lessons and are aware of other people's feeling and values. Older pupils help younger ones with their reading and new pupils are assigned to an established pupil to help them settle in. Pupils respond well when given responsibilities, such as operating the audio-visual equipment in assemblies and tidying up when they have finished their activities.

19. Levels of attendance are broadly average and have improved this year. In the year prior to this inspection, they were well below the national average for primary schools and unauthorised absence was three times greater than the national average. They are now improving and are just satisfactory. Punctuality is generally good. There have been no exclusions.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching is good, which represents a significant improvement on the previous inspection report. Eleven per cent of the 35 lessons observed were excellent, 20 per cent very good, 51 per cent good and the remainder satisfactory. No unsatisfactory teaching was observed during the inspection. The good quality of teaching is spread throughout the school and across all subjects and, consequently, the quality is good in both key stages and in the Foundation Stage.

21. All teachers manage their classes well and have good relationships with the pupils. Standards of discipline are very good. Pupils take on responsibility for their own behaviour. These factors enable lesson time to be used well and help pupils to concentrate on their work. They persevere even when the task is difficult. They achieve well as a result and complete good amounts of work in the time available.

22. In most lessons the teachers explain carefully the purpose of the lesson and at the end of lessons often evaluate with the children the levels of success they have achieved. All teachers give clear instructions about the lesson activities so that pupils can settle quickly to their work. Lessons build carefully on what has gone before and teachers often remind pupils of the stage they have reached in their learning in different subjects. They listen to pupils' contributions in lessons and treat all their answers with respect. Pupils are praised for trying. The more shy or pupils with special educational needs are sometimes specifically asked to contribute answers so that they gain in confidence and self-esteem.

23. Teachers plan their work well and research the content thoroughly. They match the work well to pupils' prior attainment, including those who have learning difficulties, and build on their previous knowledge. They know their pupils' capabilities very well and consequently pupils make good progress.

24. The teaching of literacy and numeracy is of good quality throughout the school resulting in good progress. Work is well matched to pupils' capabilities and is appropriately challenging. Pupils with special educational needs are kept active and interested. Teaching in all subjects is never less than satisfactory and is mostly good.

25. All teachers make good use of resources and pupils' interests are aroused as a result. In mathematics lessons, pupils use individual white boards so that they all have to think about the answer to questions. In science the provision of sufficient magnets of different shapes and sizes enabled Years 3 and 4 pupils to investigate the properties of magnetism for themselves. In design and technology a good variety of appropriate materials is provided so that pupils can solve problems. Years 2 and 3 pupils had to select materials to make an axle and later fix it to the chassis.

26. All teachers use terminology appropriate to the subjects being taught and encourage pupils to use the correct vocabulary in their responses. Pupils were taught about repulsion and attraction in magnetism and about phonemes in English. A particularly successful feature in teaching is the sharing of ideas. Pupils are often asked to turn to a partner and discuss a particular question in a focused way. This technique is developing the pupils' speaking and listening skills and also assisting them in the art of focused conversation. Pupils do this maturely and clearly undertake this aspect seriously, talking quietly with one another and sharing ideas. It is also helping them to respect the views of others and to negotiate judgements.

27. Individual lessons often build up skills and increase in challenge as they proceed. In a Year 1 lesson, pupils were shown how to add two by jumping along a number line. Not all pupils found it easy but the teacher improved their skills by asking the pupils to 'visit each square on the number line' and their accuracy improved as a result. They then moved on to jumping in threes and were successful because they applied the same principles. A significant feature of all lessons is the constant interaction between the teachers and the pupils, which makes pupils reflect constantly on what they are doing.

28. Pupils are taught to consider health and safety issues as they carry out their work and to think of others. Whilst on occasions pupils are told about specific safety issues, pupils are often asked to think for themselves what the risks might be. For example, Year 6 pupils were asked to think of the risks associated with moving their ice balloons from one part of the classroom to another.

29. In two classes, good use was made of the idea of a 'concept map' to enable the teacher to check on pupils' understanding and gains in knowledge. Starting with one word on the board, such as water for example, the pupils then draw arrows with written annotations to indicate cause and effect. Sometimes, simple brain storming of associated words, as Year 2 pupils did in preparation for their design and technology work on vehicles, enables the teachers to appreciate the pupils' current understanding before particular studies are undertaken.

30. Teachers are often imaginative in their ideas. A Key Stage 1 teacher has typed up word attack strategies on cards which the special educational needs pupils often refer to when they come across a word which they do not know. Pupils refer to the techniques, such as 'Does it look like another word that I know?' or 'Can I split it up?' When the pupils use the technique successfully they add a red circle to the back of the card. It is obvious from the number of red circles that the pupils are finding these cards useful in their word attack skills and their reading skills are benefiting as a result.

31. Teachers ensure that good use is made of information and communication technology across the curriculum and, as a result, pupils' skills are increasing quickly. Similarly good use is made of literacy and numeracy in other lessons and pupils are learning to describe what they have done, to write factually and to take notes and to record the results of experiments in science. Good links are made between subjects.

32. The teaching of pupils with special educational needs is good and pupils' individual needs are increasingly becoming well matched to their difficulties through good use of extra staff and resources, such as specific software in information and communication technology to help them with their particular difficulties. On occasions these pupils are positioned in group settings without any consideration to the fact that they are seated at an angle to words and this compounds their difficulties.

33. Teachers use a range of assessment strategies and they note pupils' success in lessons, particularly for special educational needs pupils in literacy and numeracy. Periodically reading and spelling tests are given to track pupils' progress over time. Homework is used effectively to support pupils' classroom work with an emphasis on reading practice, which is assisting the good progress the pupils make.

34. Occasionally, lessons are overlong or the pupils sit for too long on the carpet without individual activity. Consequently, time for the following lessons is reduced and the quality of experiences diminished. Occasionally not enough time is left for the following lesson and little learning ensues.

35. Learning support assistants are effective in their supportive roles and have good skills. They concentrate on the special educational needs pupils and ensure that these pupils understand the work that they are given and often teach small groups of pupils or work with individuals to good effect. The work of the part-time teacher for special educational needs pupils is purposeful and brisk and pupils achieve well in these lessons. Pupils are also well supported by the work of members of the Local Education Authority support staff who visit the school at regular intervals and the school much appreciates their helpful advice and the loan of resources for pupils with specific difficulties.

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

36. The school teaches the range of subjects required by the National Curriculum, with an adequate allocation of time to each, and meets the interests and aptitudes of all pupils. There have been improvements in information and communication technology, a weakness identified in the last report. An appropriate emphasis is given to literacy and numeracy. However, there is insufficient recording of work in history, geography and religious education.

37. The school has successfully addressed other curriculum weaknesses identified in the previous report. Schemes of work are now in place for each subject, which provide an effective framework for planning and ensure full coverage of the National Curriculum. Policies have been rewritten or are in the process of being updated. However, the school does not pay enough attention to the Local Agreed Syllabus in the curriculum arrangements for religious education.

38. The curriculum for children in the Foundation Stage is satisfactory. There is an appropriately strong emphasis on developing children's personal, social, numeracy and literacy skills and the class teacher and the classroom support work well together. There is, however, too heavy an emphasis on adult-directed learning with insufficient opportunities for children to make choices about their own learning.

39. The National Literacy Strategy is incorporated well into curriculum planning in all classes and is reflected in the structure of the literacy lessons. It is increasing pupils' confidence in reading. The emphasis given to subject-related vocabulary in, for example, mathematics and information and communication technology is of great value in developing pupils' understanding in these subjects.

40. The National Numeracy Strategy has been well implemented and has included an appropriate amount of teacher training, satisfactory resource provision and has increased pupils' competence in numeracy. Pupils' numeracy skills are successfully developed in other subjects throughout the school, for example in creating timelines in history, the planning and costing of the millennium garden and pupils' understanding of data in mathematics and science.

41. The curriculum provides equality of access and opportunity for all pupils to learn and make sound progress. The provision for pupils with special educational needs is good. Pupils are supported effectively and make good progress as a result. They have equal access to all aspects of the curriculum and the arrangements made for them ensure they remain interested in their work.

42. A very good range of out-of-school activities enriches the curriculum and contributes well to team spirit and pupils' social development. Football, netball, rounders and country dancing have a positive impact on standards in physical education. Recorder groups, and clubs for drama, art, wild life and choir enhance other aspects of the curriculum. The school arranges a wide range of visits to places of educational interest, such as the Roman study based on Fishbourne, a river study at Cuckmere, farming displays at the South of England Show and Tudor housing in Lewes. Years 5 and 6 pupils' educational and social development benefits from residential visits. A wide range of activities is arranged through the village schools association network and has included music workshops, poetry and art days, a mathematics trail and canoeing and cycling. The school values the contribution made by parents in the running of some of the clubs, such as football and netball.

43. The provision for pupils' personal, social and health education (PSHE) is good. As well as timetabled lessons in PSHE, pupils' personal and social development is promoted effectively through the school's strategies for reward of positive behaviour and attitudes. Times when pupils sit in a circle to have discussions in some classes and themes in assemblies are effectively used to consider issues, such as sharing and caring and the effect that unkind words can have. Sex education, drugs awareness and health education are provided in PSHE and science lessons. The school strongly cultivates pupils' personal development and overall provision is good.

44. The school has developed links with the community and partner institutions. The pupils attend services at the local church and members of the clergy visit the school regularly. Pupils also visit the 'Friendly Club' and sing to its senior members. Links with other schools through the Village Schools' Association and the neighbouring secondary school are much better developed than previously and many activities, such as sport, carol concerts and music festivals, are organised with these schools. Representatives from the church, parish council, governors and senior citizens visit the school and they provide opportunities for the pupils to discuss and develop a good sense of awareness of the community beyond the school gates.

45. Pupils are well prepared for the next stage of education through visits to the community school during the time they are in the primary school and take part in activities, as well as planned visits prior to transferring. Good links exist between the schools.

46. The provision for pupils' spiritual, moral, social and cultural development is good overall and this is an improvement since the last inspection. The provision for spiritual development is good and has improved. The school ensures that the daily act of corporate worship complies with statutory requirements. The provision for spiritual education is now incorporated into the planned curriculum. Much of the teaching in religious education and assembly concentrates on the spiritual. Members of staff have a strong awareness of the need for pupils to have time to reflect, and they create opportunities for this in their lessons. Pupils in a geography lesson were given time to think about the issue of 'foot and mouth disease'. Regular visits to the local church and visits by the minister help to bring a living dimension of belief into the school. The school celebrates religious festivals and topical events to bring about a sense of awe and wonder at the mysteries and joys of the world.

47. Provision for moral education is very good. Teachers show pupils very clearly the difference between right and wrong, and place a high value on honesty and truth. This message is reinforced where necessary by classroom rules, formulated and agreed by the pupils. Assemblies centre around, and focus appropriately on, moral as well as spiritual issues. Many aspects of the planned curriculum involve moral elements, such as environmental issues in geography, pollution and healthy living in science, and the recurring theme of right versus wrong in literature. Pupils are made aware that they bear responsibility for their actions and members of staff emphasise the rules of fair play in sports. The behaviour of pupils throughout the school is very good.

48. Provision for social development is very good. Opportunities are planned for pupils to work in different social contexts, such as paired or group work in lessons. Teachers encourage the more experienced pupils to help the less experienced. For example Year 4 pupils do not leave the computers, when it is time to rotate the activities, until they have ensured that the next pupils have a clear grasp of the task and how to complete it. Pupils take on tasks at the school, such as putting on music for assembly, but opportunities for school responsibilities could be extended further. Members of staff model a good example of calm behaviour and the head teacher has a particularly good rapport with the pupils; contributing to the orderly and positive ethos of the school

49. The school's provision for pupils' cultural development is good. Pupils are provided with many opportunities to learn about their own and other cultures in subjects such as art and design, English, geography, history, music and religious education. Pupils, through their study of Adinka prints from Ghana, origami from Japan and the blue willow pattern from Chinese tales, have gained a great deal of knowledge about the culture of these countries. In assemblies parents from other countries, such as Germany, Poland, Czech Republic and India, talk to the pupils about their countries and their cultures and the wearing of a sari in one assembly led to a great deal of discussion. Pupils learn mainly about the Christian tradition in religious education, but they are also introduced to other faiths by their teachers who talk about festivals such as the Muslim festival of Eid.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school continues to provide a safe, very caring and supportive environment, which makes a positive contribution to the pupils' learning. The school has good policies and practices for safeguarding the health, safety and welfare of the pupils. Good child protection procedures are in place and external agencies are involved when appropriate. Members of staff are aware of these procedures. Pupils feel safe and secure in school, and this helps them make progress. Ninety-six percent of parents who responded to the pre-inspection questionnaire thought that the school was helping their children to become mature and responsible and all respondents thought that their children were making good progress.

51. The health and safety issues identified in the previous inspection report have been satisfactorily addressed. The only health and safety issue apparent during the inspection was the erosion of part of the playground. The school has taken this matter up with the Local Education Authority which has responsibility for playground maintenance.

52. Good behaviour is promoted by a régime of encouragement, praise and backed by rewards and when necessary by sanctions. This strategy is effective as behaviour is very good overall. Bullying and oppressive behaviour do not constitute a problem at the school because of the good relationships and the happy atmosphere but the school has effective policies to deal with any incidents should they occur.

53. The school has good policies to promote regular attendance. At the time of the last inspection attendance was good. However, attendance in the year prior to this inspection was unsatisfactory and the policies and procedures were implemented inconsistently. The policies and practices are now being properly implemented and attendance has improved.

54. Assessment arrangements are sound and improving. Very good and detailed records are maintained of pupils' reading and mathematics skills and investigative skills in science. Writing records are about to be implemented and there are plans to develop records for spelling and speaking and listening. Some recording of information and communication technology skills takes place in individual classes but there is not yet a whole-school structured record of information and communication technology skills.

55. Individual education plans for pupils with special educational needs are often too general and, as a result, progress towards meeting the learning targets cannot easily be assessed. Despite the need for improvement in this respect, the pupils' progress is good because the practice and teaching of pupils with learning difficulties is in advance of the written procedures. Pupils' progress is tracked very carefully and the good staffing and resource provision is used to good effect with work well matched to pupils' capabilities.

56. A record system to track children's progress in the Foundation Stage and foundation subjects is being trialled. Pupils' work is marked regularly and is up to date but there is not a consistency in using marking as a developmental process to improve pupils' work. In Years 5 and 6, pupils are successfully using systems to evaluate their own progress in particular aspects of their work.

57. The school has worked with other local schools to build up a bank of work samples which show examples of National Curriculum expectations at different levels and this serves as a source of reference when moderating pupils' levels of attainment. The school makes good use of national test results to identify specific aspects of work which need further development and uses the optional tests to help track pupils' progress throughout the school. This is combined with regular checking of pupils' reading and spelling ages.

58. The marking policy does not yet contain clearly agreed principles about the purposes of marking and is not guiding the school's practice sufficiently well. The school's assessment, recording and reporting policy, which has recently been reviewed, reflects the overall current satisfactory practice in the school. Assessment of reading and mathematics, nevertheless, are particular strengths.

59. Pupils' personal development is monitored well and suitable recordings are made of their development in this respect.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. The vast majority of parents are supportive of the school. Nearly all parents who returned the questionnaires and attended the pre-inspection meeting felt that their children liked school and were making good progress. They considered teaching good and felt comfortable in approaching the school with any worries or concerns. However, nearly one quarter of the parents had concerns about amounts of homework. The school has a clear homework policy and evidence of its implementation was seen during the inspection. The team's view is that amounts of homework are appropriate given the ages of the pupils but the amounts for pupils with special educational needs are sometimes too much. In all other respects parents are very supportive of the school's policies and approach.

61. The quality of information provided by the school is good. The prospectus and governing body's report to parents contain useful information on the school. Annual end-of-year reports are good and meet statutory requirements. Parents' responses on reports add to the profile of pupils' progress, as do the parents' evenings. Additionally pupils' own comments on their reports contribute to their own self-knowledge and to the general picture of progress.

62. The school has a good relationship with parents, continuing that reported previously. Several parents contribute towards school life, helping in classrooms. There is a suitable Home-School Agreement. An active Parents' Association raises considerable sums of money for the school. Parents ensure that the school has a presence at the Uckfield Carnival and the local village fête.

63. The partnership with parents is very well developed and makes a worthwhile contribution to their children's learning

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. This is an improving school due to the clear educational direction being provided by the headteacher and governors and the skilful management of their curriculum responsibilities by the teaching staff. Leadership and management of the school are good. The headteacher has maintained the strong leadership noted at the last inspection. The school's aims are clear and are being met. The headteacher's enthusiastic leadership inspires the staff to work very hard to create a stimulating and exciting learning environment. This is a central feature of the school which is evident in all classrooms and in the work pupils are asked to do. Relationships among members of the school community are very positive. They are built on respect, tolerance and care.

65. The headteacher has a very clear vision of how children's learning should be supported and developed, although her own contribution to this has been reduced because of the need to take decisive action to lead the school out of serious weaknesses. The much improved state of the school should now permit the headteacher to make an audit of progress and take a much more rigorous monitoring of specific developments in the school to maintain and improve standards further.

66. The governing body fulfils all statutory requirements except the obligation to follow the Agreed Syllabus for RE. Since the last inspection, many of the governors are new to the school. Through working closely with the headteacher, monitoring of lessons and close contact with the staff, they have developed a good understanding of the issues concerning the life of the school. They are active within the school and carry a direct responsibility for monitoring a curriculum area. An agreed observation procedure is in place with the focus clearly identified prior to a classroom visit. Individual governors report the results of their observations in writing to the governing body. Governors are involved in setting targets and challenge the headteacher on issues, such as standards.

67. The school development plan is of good quality. The headteacher and staff identify appropriate action for development and these are well-focused whole school priorities, with appropriate emphasis on the national priorities of literacy, numeracy, and information and communication technology. As a result of a comprehensive consultation process involving the governors and school staff, a two-year plan is developed. Within the constraints imposed by the fixed costs that the school has to pay, educational priorities determine the structure of the budget. Developments are on schedule for completion at the planned time.

68. Senior members of staff monitor planning, and the head teacher and subject co-ordinators observe lessons. There has been good improvement in monitoring the school's work since the previous inspection. The staff and the governors have a clear and shared commitment to raising standards and their capacity to improve teaching and learning further is good.

69. The leadership and management of special needs is very good. The special educational needs co-ordinator has thorough systems for organising the work of pupils with special educational needs. The good quality of the teaching and learning arrangements outstrips the quality of the individual education plans in which the targets are often too imprecise.

70. Staffing levels are good. The well-qualified class teachers are suitably qualified to teach the National Curriculum, children in the Foundation Stage, and pupils with special educational needs. Teaching assistants provide extra support for pupils and work effectively with small groups or individuals. Additionally there is a generous amount of release time for the special educational needs co-ordinator to oversee the work of pupils with special educational needs. An additional part-time teacher works with identified groups of pupils who have learning difficulties in Years 3 and 4 two mornings each week and the special educational needs co-ordinator has

additional release time to focus on booster groups for one morning each week. Members of staff are well matched to the specific responsibilities, which they hold in the school, for example their subject responsibilities. Office staff are appropriately qualified and trained to fulfil their specific roles in the school and ancillary staff, such as kitchen and cleaning staff, fulfil their duties to good effect. Within this four-class school, the head teacher does not have a teaching commitment. It would now be opportune for the headteacher to audit the school's progress, having led the school out of its serious weaknesses, and ensure greater consistency in practice and more sharing of ideas and skills. Her teaching skills are an under-used resource which could be of great value to both pupils and staff. The school has sound systems in place for guiding and supporting new staff to the school.

71. The school has satisfactory accommodation and some features, such as the hall and library are good. The surface of the playground is uneven where the ground has subsided and the derelict swimming pool is occupying an area that can be developed to provide additional playground space.

72. Outdoor provision for under five pupils is unsatisfactory. The hard play area is too small to accommodate the number of children and the low wall is a hazard to the safety of the pupils. In addition the small grassed area is heavily shaded resulting in the surface being mainly moss and slippery underfoot.

73. The school building allows pupils with special physical requirements to have access to all teaching areas and there are suitable toilet facilities available. The school provides an attractive learning environment, which is enhanced by good quality work.

74. The provision of learning resources to support teaching and learning is at least satisfactory in most subjects and good for English and special educational needs. This is an improvement since the last inspection when resources generally were judged to be unsatisfactory.

75. The school is efficiently managed. The bursar administers the school's finances well and the latest financial audit report is positive about the school's effective internal controls. Day-to-day affairs run smoothly and the office staff provide a ready welcome to visitors. Educational priorities are identified and costed appropriately and all grants are used well for their intended purposes. The school makes effective use of information and communication technology and the governors, head teacher and bursar ensure that the principles of best value are applied. Overall the school provides good value for money and this is a significant improvement from the previous report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has made very good progress since the last inspection in addressing the identified weaknesses and is no longer a school with serious weaknesses. In order to maintain the impetus of improvement and develop the school further, the headteacher, staff and governors should address the following issues:

- The headteacher should now become more rigorous in monitoring the school's practice by;
 - a) auditing and analysing the progress made to date and the continuing developments and taking decisive action with the staff and governors on the way forward;
 - b) permitting co-ordinators to influence work more widely throughout the school so that they share their expertise with staff and pupils much more.
(Para. 65)
- The individual education plans for pupils with special educational needs should be sharpened up so that:
 - a) the targets are more precise and measurable;
 - b) strategies to achieve the targets are outlined;
 - c) the targets are reviewed at more regular intervals.
(Paras. 55 and 69)
- Develop a consistency of expectation in the way pupils present their work by:
 - a) ensuring the work pupils do on paper is stored effectively and is valued;
 - b) raising expectations of pupils' presentation when they write in ink.
(Paras. 5 and 91)
- Ensure that pupils record work in history, geography and religious education to a much greater extent (Paras. 36, 128, 132, 154)
- Ensure the locally Agreed Syllabus is followed for religious education.(Para. 37 and 152)
- Complete the assessment and recording procedures in science and English and develop manageable systems to record pupils' progress in the foundation subjects and the Foundation Stage . (Paras. 54 and 56).

The following minor should also be considered for inclusion in the governors' action plan;

- Develop the outside play provision for children in the Foundation Stage. (Paras. 72 and 82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	20	51	20	0	0	0

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

Percentages may not equate with 100 per cent because of rounding.

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)		107
Number of full-time pupils eligible for free school meals		22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		30

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.2

Unauthorised absence

	%
School data	1.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	00 (99)	12	7	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	11	12	11
	Girls	4	4	4
	Total	15	16	15
Percentage of pupils at NC level 2 or above	School	79 (79)	84 (86)	79 (86)
	National	84 (82)	85 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	11	11	11
	Girls	4	4	6
	Total	15	15	17
Percentage of pupils at NC level 2 or above	School	79 (79)	79 (93)	89 (86)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	00	2	3	5

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	*	*	*
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School			
	National			

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	*	*	*
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School			
	National			

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

* In Key Stage 2 results are not statistically significant due to low pupil numbers and are therefore not entered.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	99
Any other minority ethnic group	

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–Year 6**

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	19.4
Average class size	25.25

Education support staff: YR – Year 6

Total number of education support staff	4
Total aggregate hours worked per week	83

Financial information

Financial year	99/00
----------------	-------

	£
Total income	223752
Total expenditure	221230
Expenditure per pupil	2379
Balance brought forward from previous year	22650
Balance carried forward to next year	25172

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	101
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	23	5	0	0
My child is making good progress in school.	57	43	0	0	0
Behaviour in the school is good.	72	23	5	0	0
My child gets the right amount of work to do at home.	40	33	23	0	5
The teaching is good.	74	23	0	2	0
I am kept well informed about how my child is getting on.	67	26	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	12	2	5	5
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	53	37	9	0	0
The school is well led and managed.	72	23	5	0	0
The school is helping my child become mature and responsible.	63	33	0	2	2
The school provides an interesting range of activities outside lessons.	54	32	10	2	2

Other issues raised by parents

Every child considered as an individual.

Pupils who have special educational needs are not made to feel underachievers.

Pupils help each other.

After-school activities this year have been excellent.

Pupils' good behaviour is commented on when they are on educational visits.

Pupils support charities such as the Indian earthquake appeal.

The guidance of the headteacher has been of particular influence in the school's improvements.

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

76. Children are admitted into the Reception class, which also contains Year 1 pupils, at the beginning of the year in which they become five. They attend part-time until the beginning of the term in which they become five at which time they attend full-time. At the time of the inspection seven children were attending full-time and two children were attending part-time. The Reception class is well organised and provides a stimulating and caring environment into which children settle quickly. The school has appropriate induction procedures to support children and their parents on entry to school. Tests called baseline assessments are carried out during the first half of the term following admission. The results of these assessments show that the attainment on entry of the majority of children is below average in English and mathematics and is average in personal, social and emotional development. By the end of the Foundation Stage the majority of children make good progress and attain the nationally recommended standards or Early Learning Goals in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. A few children exceed the standards. The standards reported at the last inspection have been well maintained and those for physical development have improved.

77. The quality and range of the curriculum are satisfactory overall. The teacher is familiar with, and knowledgeable about, the recently issued Foundation Stage curriculum and uses this generally satisfactorily to inform planning but the policy does not yet fully reflect national guidance. There is a broad scheme of work to assist with planning. The curriculum for the younger children is mainly provided through adult-directed activities with some free-choice play from a range of pre-selected activities. The good relationship between the teacher and the learning support assistant makes a significant contribution to the well-being of all children. The learning support assistant provides sound support for children's learning that helps to promote their achievements. Weekly planning of the adult-led activities to be provided is detailed with clear learning objectives, particularly in literacy and numeracy activities. However, there are no specific targets for structured play activities that could inform and guide adults who participate or intervene in the play and that would inform observation of the progress children are making. The quality of teaching is good. During the inspection all of the lessons observed were good or very good. The management of children is good. Baseline assessments provide early identification of pupils with special educational needs and are also used to group pupils for particular activities. Children's progress in literacy and numeracy is regularly assessed and recorded and the information is used to inform planning so that children can make good progress.

Personal, social and emotional development

78. By the end of the Foundation Stage children make good progress in their personal, social and emotional development and meet the standards expected for children of their age. The quality of teaching for this area of learning is good. Children settle quickly and show a good understanding of daily routines as a result of the good teaching and the relationships that are established. They have good relationships with each other, the adults and visitors. They talk readily about themselves and the activities they are involved in. They sit quietly and are well behaved during registration and when adults are talking, sometimes for extended periods of time. They are ready to answer questions during whole-class and group discussions and listen carefully, and without interruption, to adults and each other. The teacher has high expectations of their behaviour and concentration. The children respond well to these expectations and persist at teacher-directed tasks and directed play activities

showing good levels of concentration and perseverance. There are well-established rules for behaviour and these, together with the good role models provided by the adults, make a positive contribution to the children's very good behaviour. They show a good awareness of others as, for example, when they wait quietly in line in the corridor before going into the hall. The teacher successfully encourages the children to take responsibility for looking after themselves and they undress themselves for physical education putting their clothes away tidily so that they can dress themselves on their return from the hall.

Communication, language and literacy

79. Children make good progress and by the end of the Reception year attain the expected standards in this aspect of their learning. Teaching is good. Speaking and listening skills are developed both through planned discussions and through informal conversations that they and the adults initiate. A strong emphasis is given to the development of early reading and writing skills through well planned activities based on the National Literacy Strategy guidelines. As a result children are developing a satisfactory understanding of phonics by learning the sounds and shapes of individual letters. The teacher provides a range of interesting activities to promote children's listening skills. For example, children enjoy sharing personal news to which the adults listen carefully and with interest. They listen very attentively to stories and rhymes and can recall characters and events and predict what might happen next in stories. They join in with story refrains and familiar rhymes with obvious pleasure and know many of the words. Children take books home to read with their parents and are regularly heard to read in school with helpful records kept of their progress. They are learning how to form letters correctly. Most understand the purpose of writing and younger children readily use play writing to record things that are important to them. Higher attaining children can copy a simple sentence accurately and some are beginning to write some words correctly on their own. Most of the children are able to write their own first names legibly and correctly. The high percentage of time given to adult-directed activities means that children have too few opportunities to look at and read books from choice or to apply their developing writing skills to other activities. The teacher provides resources and facilities for role-play but there is limited adult involvement in these activities to help children clarify their ideas through talk and to learn new vocabulary in a meaningful context.

Mathematical development

80. Planning for numeracy activities is based on the National Numeracy Strategy guidelines and has clear learning objectives. Children make good progress by the end of the Reception year in their mathematical development and attain the expected standard. Teaching is good overall with use of correct mathematical language and challenging questions. As a result children can count forwards and backwards to ten through the regular use of well-selected number rhymes and other counting opportunities, recognise numbers to ten, write numerals to five, add one more than and make simple repeating mathematical patterns. Several children can draw the correct number of objects to match numbers up to five. Shop play provides good opportunities for learning about and handling money and most children can give the correct amount of money for items using 1p coins. They make satisfactory gains in their knowledge and understanding of plane and solid shapes as they handle and count everyday objects and resources in planned activities. They are learning the language of time. They are developing an understanding of capacity and volume through play with sand and water. However, the small amount of adult involvement in children's directed play and the limited opportunities for children to make personal choices means that children's mathematical thinking and development is not always fully challenged.

Knowledge and Understanding of the World

81. By the end of the Reception year children make good progress in this area of learning and attain the standards expected for children of this age. The quality of teaching is good overall and the provision made for the younger children is characterised by a wide range of interesting and motivating activities. As a result they are able to talk about themselves, their families and events in their lives and pretend to be different members of a family in role-play. They are beginning to make comparisons between then and now and most can identify significant differences between themselves as babies and as they are now. They are beginning to learn about the purpose of maps through simple map making. They learn about their senses to describe differences between the smells of different materials or to consider the taste of food they like or dislike. They begin to understand the properties of different materials such as metal, wood and plastic. They have access to computers to support their learning and are learning the skills that will enable them to use these confidently and with enjoyment. They use tools and equipment purposefully and safely. The emphasis upon adult-directed activities and directed play limits children's opportunities to explore and investigate aspects of their surroundings and find things out for themselves.

Physical development

82. By the end of the Reception year, children make satisfactory progress and attain the standards expected for children of this age. The quality of teaching is good. Children enjoy opportunities for good quality vigorous physical activity in the hall and work hard in these lessons. They respond quickly to any instructions. They are beginning to learn about their bodies and use space well showing good awareness of others around them. They walk, run, jump and balance and use apparatus, such as beams and benches, with control. The teacher helps them to learn and to develop their physical skills, for example in experimenting with movements across apparatus using different parts of their bodies. They can use wheeled toys in the hall confidently and safely. They enjoy doing the actions that accompany simple action songs. They handle a variety of tools, including pencils, crayons, brushes, glue spreaders and scissors, and are taught how to use these safely and with good control. Although there is a secure outside area available to the children, this is not very suitable for outside play, including the children's physical development. The hard play area is too small for use with wheeled toys, and trees and other plants heavily shade the separate garden area, located around the corner of the school building, making the surface unsuitable for any sort of vigorous activity.

Creative development

83. By the end of the Reception year children make satisfactory progress and attain the standards expected for children of this age. The quality of teaching is good. The teacher provides a good range of activities that allow the children to express themselves creatively. They enjoy joining in with simple rhymes and sing tunefully. The teacher makes good links with children's literacy development as they paint pictures to illustrate characters in known stories, but they have limited opportunities to paint pictures regularly from their own imagination. They use dough to create shapes and models. They have regular opportunities for imaginative role-play where they can act out different characters and events. They use tools such as pencils, brushes and scissors with satisfactory levels of control.

84. Resources are satisfactory overall. Parental involvement is encouraged and supported and parents were observed to be relaxed and confident when approaching and talking to staff.

ENGLISH

85. Attainment in English overall is in line with expectations by the end both key stages and pupils make good progress by the end of both key stages in relation to their previous standards of competence. This is an improvement since the previous inspection report when standards were judged to be well below average in Key Stage 2.

86. The percentage of Key Stage 1 pupils reaching the expected level in reading and writing in the 2000 national tests, was well below the national average in comparison with all schools nationally and against similar schools. Trends over the period 1996-2000 show considerable fluctuation in standards because, with the small numbers in a year group, the performance of one pupil has a significant impact on the overall results. The 2000 test results reflect the fact that the group of pupils taking the tests contained a substantial number of pupils with special educational needs. Results in 2000 are similar to those reported at the previous inspection. Between 1996 and 1999 the overall performance of girls and boys was broadly in line with the national trend, with boys performing slightly better than girls.

87. At Key Stage 2, the percentage of pupils reaching the expected level in the 2000 national tests was very high in comparison with the national averages for all schools and similar schools, but results need to be interpreted with caution because of the low number of pupils entered and they are not statistically significant. Results in 2000 were significantly better than those reported at the previous inspection and reflect the general improvement in standards in recent years. Trends over the period 1996-2000 show a rise in standards in English above the national upward trend. Taking the years 1996 to 2000 together, the performance of pupils in English was above the national average for all schools. There is no significant difference between the performance of girls and boys.

88. Standards in speaking and listening are satisfactory at the end of both key stages. By the end of Key Stage 1 most pupils listen attentively to teachers, other adults and each other and make appropriate responses. They are eager to participate in whole class and group discussions, express themselves clearly and confidently and maintain the general flow of the discussion. They make sound progress in their ability to ask relevant and sensible questions and show sensitivity to the needs and ideas of others when making responses. They use appropriate language to talk about stories, discuss grammatical features, empathise with characters and events and express feelings and emotions. The able readers read aloud with good expression, taking account of punctuation and features of print. By the age of eleven this good rate of progress is sustained as pupils respond to the many opportunities provided in literacy and other lessons for them to speak and listen. Pupils show an appropriate understanding of formal language structures and can take account of different contexts and audiences when making informed comments or asking questions. They express themselves confidently using a wide range of vocabulary. They listen carefully and respond well to the contributions made by other pupils. The majority read aloud from self-chosen books with good expression that shows sound comprehension. The well-planned whole-class and group activities, that are a regular part of literacy lessons, contribute significantly to the good progress made by pupils throughout the school.

89. In Key Stage 1 pupils listen to and read a variety of stories, poetry and non-fiction books and this helps them to develop an enjoyment of reading that is maintained throughout their school life. They respond well to questions about plot, events, characters and vocabulary and this reflects their interest in, and understanding of, the texts read. They are able to draw on their personal experiences to comment on the ideas expressed in stories. Phonic skills are taught systematically. As a result, by the age of seven, most pupils read fluently for their age, using a range of strategies, including phonics, to decode unfamiliar words. Standards are satisfactory and pupils make good progress. The school is using the National Literacy Strategy to good effect to raise standards. By the age of eleven, the majority of pupils read a variety of texts fluently and with evident enjoyment. Standards are satisfactory and pupils' good progress is maintained. They use evidence from texts appropriately to

support their views when discussing meaning and often make mature, personal responses. They use an appropriate range of linguistic terms with understanding when discussing texts and demonstrate a sound understanding of syntax and grammar. As a result of the good progress made in their study skills, they can scan texts accurately and select information appropriately. They make good use of dictionaries and thesauri to support their work. Parents make a good contribution to their children's progress in reading. Pupils in both key stages take books home either to share with parents or to read on their own and reading diaries provide an effective means of communication between parents and teachers. In school pupils are heard to read regularly both individually and in group reading activities.

90. Present standards in writing are satisfactory overall by the ages of seven and eleven and pupils make good progress in relation to their previous achievements. In both key stages pupils write for a variety of purposes and audiences, including imaginative fiction, personal writing, poetry, play scripts, reports, factual accounts, instructions, letters, lists, note taking and labeling. They write for a variety of audiences. By the age of seven pupils are learning how to plan their written work and are beginning to write at greater length. The more able pupils also write with greater complexity and more considered choice of words. Most have a good understanding of basic punctuation. By the age of eleven most pupils plan their writing and write extensively, using complex sentences and paragraphs in an appropriate style. They use a range of punctuation accurately. They have regular opportunities to draft, revise and edit their work and are able to comment constructively upon their own work and that of others. Although higher attaining pupils in both key stages can use their knowledge of high frequency words and phonics to assist them when writing, there is a significant number of pupils whose spelling, including that of high frequency words, continues to be inconsistent.

91. Standards of handwriting are satisfactory overall. Pupils begin to learn how to join their writing in Key Stage 1 and continue to refine their skills through regular and systematic teaching at Key Stage 2. Handwriting practice in both key stages shows that pupils are mastering the cursive style successfully. However, much of pupils' work is carelessly written and presented.

92. In both key stages there are good opportunities for pupils to apply their literacy skills. Pupils write for a range of purposes in subjects other than literacy, for example factual writing in science and accounts of life in different historical periods. Speaking and listening skills are well developed in discussion activities related to all areas of the curriculum. Pupils use computers to word-process their written work in literacy and other subjects and to gather information in support of projects.

93. In both key stages pupils with special educational needs make satisfactory progress and the provision made to meet their needs is good. Teaching linked to individual education plans and well-matched learning materials to their needs contribute to their success. The part-time special educational needs teacher and the learning support assistants provide effective support.

94. Pupils' attitudes to learning are very good in both key stages. Pupils are well behaved in lessons and apply themselves with good concentration, purpose and interest to any tasks they are set, even when not directly supervised. They co-operate well and help each other both formally and informally in discussing aspects of their work. Their response in the English lessons observed was always positive and lively.

95. The quality of teaching in English is consistently good or better in both key stages. Where teaching is good, teachers make effective links between previous work and new learning. This is a feature of the whole class work at the beginning of literacy lessons when teachers review skilfully what pupils have previously learned, so that their work is purposeful and relevant. Teachers make the purpose of lessons very clear and this helps the pupils to understand what they are doing and why. During group activities, pupils complete tasks that are well matched to their individual needs and, as a

result, they make good progress. Teachers have high expectations of what pupils can achieve and of their behaviour and consequently lessons proceed smoothly. Relationships with pupils are very good and are significant in promoting and maintaining pupils' very good attitudes to their work. Teachers have good subject knowledge and this helps them to plan and teach with confidence.

96. There is an agreed whole-school system in place for the assessment and recording of pupils' progress in reading and phonics and the school is developing similar procedures for the assessment and recording of progress in spelling. Pupils' work is marked regularly. Some teachers annotate pupils' work with comments that help them to understand what they need to do to improve, although this is not consistent practice across the school. All pupils have personal literacy targets and these contribute to their good progress. The work of classroom assistants in liaising with teachers to provide additional support during the literacy hour makes a valuable contribution to pupils' attainment and progress. Helpful spelling and reading homework is set regularly in Key Stage 1. In Key Stage 2 pupils receive writing tasks in addition to reading and spelling.

97. The co-ordinator, who joined the school in September 2000, has very good subject knowledge and is enthusiastic. She provides informed support and advice for colleagues through a range of activities, including monitoring teaching and learning, analysing planning and school based in-service training. Test results are monitored and evaluated. As a result of these procedures, the co-ordinator has a good understanding of the issues that need to be addressed to raise standards. Training in issues related to literacy form part of the school's in-service programme. Literacy resources are good and these are centrally organised to meet the needs of each key stage. All classes are well resourced with a good range of general reading material as well as having graded readers for home-school reading. There is also a well-resourced library for each key stage and the books are Dewey referenced. The good quality resources are used well and make a positive contribution to the quality of pupils' learning.

MATHEMATICS

98. In the end of Key Stage 1 tests in 2000, standards were well below average. The percentage of pupils achieving the nationally expected standards and the higher level at the end of Key Stage 1 was well below the national average. When compared with similar schools nationally, the results were also well below average. However, the trend for improvement over time from 1996 has been steady and was in line with the national trend. The results in 2000 did not conform to the improving trend and were contrary to the overall improvement within the key stage. This year group contained a high number of pupils with special educational needs and experienced several changes of teacher.

99. In 2000 by the end of Key Stage 2, the pupils' attainment in national tests was very high in comparison with the national average. When compared with schools in similar context, pupils' performance in mathematics was also very high. Results need to be interpreted with caution because of the low pupil numbers, which are statistically insignificant. The trend in improvement has improved from below the national trend in 1996 to well above the national trend in 2000.

100. Pupils achieve well because of good teaching. The youngest pupils in Reception are eager to have a go at solving simple problems. By Year 2 they have achieved well from their below average attainment on entry and attain standards in line with national expectations. In Years 3 to 6, pupils make good progress and the school provides additional teaching for under-achieving pupils in Years 3 and 4. Within Years 5 and 6, the teacher successfully focuses on the gaps in older pupils' learning and has significantly improved their achievements. Higher attaining pupils make appropriate progress. Within Key Stage 1, girls perform slightly better than the boys in national tests, whilst the converse applies in Key Stage 2 with the boys achieving slightly better than the girls. By the end of Key Stage 2, standards are in line with expectations.

101. Teaching and learning are good throughout the school. All the lessons observed were good or better and just over three-fifths of all lessons were very good. No unsatisfactory teaching was observed. The school has a team of highly skilled teachers who have an interest and enjoyment in teaching the subject. The co-ordinator monitors the curriculum through visits to the classroom to observe lessons and through evaluating teachers' planning. The co-ordinator monitors the use and need for resources for mathematics throughout the school and, when a need is identified, takes steps to obtain the required resource. The level of resources to support the curriculum is satisfactory, an improvement since the previous inspection when resources were judged to be unsatisfactory.

102. Teachers have a good understanding of the National Numeracy Strategy. They know what they want the pupils to learn and their planning is good. They plan suitable activities for different groups of pupils. One of the strengths in the planning is the extent to which the pupils understand the work and use this information to help plan future activities. The strong emphasis on developing pupils' mental calculations is very effective in improving pupils' basic skills. In Reception, pupils in the class shop can add to 10 when purchasing items. Year 1 pupils use methods in their heads to count in 3s to 20 and beyond. Year 2 pupils can round down or up to the nearest ten to help them when adding two numbers together and have a sound understanding of place value of three-digit numbers. Year 4 pupils can recognise and extend number sequences in steps of constant size and extend this beyond zero when counting back. By Year 6 pupils can identify and use appropriate operations to solve word problems and explain their methods and reasoning. They calculate with four-digit numbers competently and have appropriate mental skills.

103. Numeracy skills are enhanced in the rest of the curriculum, for instance, time lines in history, graph work in geography and science and measurement in art and design and in design and technology. Appropriate use is made of information and communication technology to help progress.

104. Where teaching is very good, teachers actively involve the pupils in the lesson. They share the targets for learning. This helps to give a strong focus to pupils' work and aids their concentration. As a result, they put a lot of effort into their work. Teachers encourage pupils to share their strategies of working things out in their heads with other pupils. This makes a very good contribution to pupils' confidence and positive attitudes to the subject. At the end of the lesson the main target for learning is suitably revisited and reinforced.

105. The school has introduced annual tests for all pupils from age 7 to 11 and class teachers and the co-ordinator track pupils' progress each year. However, because of the small size of the cohort of pupils taking the test, it is difficult to identify and be precise about trends across the key stage. Assessment of pupils' progress is carried out against the identified learning intentions and there is in place a detailed record sheet referenced to National Curriculum levels. The record sheet is a useful tool to help teachers evaluate the progress that the pupils are making and also to aid them in planning activities.

106. Pupils with special educational needs are supported well by the class teachers and classroom support assistants, and as a result make good progress towards the targets planned for them. Additional support is provided for pupils in Years 3 and 4 who have been assessed as under-achieving and booster classes take place in Years 5 and 6 in an effort to ensure that all pupils succeed to the best of their abilities.

107. Pupils have very good attitudes, are interested in mathematics and enthusiastic in tackling problems. Investigation work enhances their initiative and confidence in tackling problems. They work well together in groups or pairs, but can concentrate and work as individuals, too, with concentration spans increasing with age. Pupils are always courteous and smiling, well behaved and caring towards each other. Boys and girls work easily together, and all pupils show respect for apparatus, for staff and for each other. Relationships are very good.

SCIENCE

108. The attainment of most pupils in both key stages is in line with expectations, but about one quarter of the small cohorts in both key stages are in line to obtain the higher level in the end of key stage tests and the same proportion are working at below expected levels because they have special educational needs. In the past few years results obtained in national tests at the end of Key Stage 2 have shown consistent improvement from well below average in 1997 to very high against all schools nationally in 2000 when they were in the top five per cent of schools nationally. Key Stage 2 boys have been doing particularly well and they have been doing much better than boys nationally. Nevertheless, results have to be treated with some caution, because the number of pupils taking the tests has not been statistically significant. Key Stage 1 teacher assessed attainment of pupils' performance in science indicates average performance against all school nationally in 2000.

109. Key Stages 1 and 2 pupils are taught all aspects of the National Curriculum Programmes of Study relevant to their age. Key Stage 1 pupils have a good understanding of different materials and can sort materials according to their properties, using their own criteria. They understand simple electrical circuitry and conductivity. They can make simple circuits and notice the effect on the bulb if an extra bulb is added. They learn words such as opaque, and transparent through their work on materials and apply their knowledge to use the best material to make a window for the three little pigs' house. They can predict likely results with good reasoning skills. They understand about different kinds of food and the effect of exercise on the body. They observe carefully the results of their experiments, such as the effect of sugary drinks on teeth over a period of a few days and record their findings accurately.

110. Key Stage 2 pupils find out through experimentation the conditions for the healthy growth of plants. They know the main parts of a flower and how the fertilisation of a flower occurs. They can define liquids, solids and gases and, as part of their investigations into the different states of water, know that ice is a solid and can turn into a liquid through melting and into water vapour through evaporation when the liquid is heated. Pupils have good opportunities to carry out investigations and to understand the process of fair testing. They build on their Key Stage 1 work on materials by thinking through the advantages and disadvantages of different materials. They extend their studies into the properties of different rocks and through their investigations appreciate that different types of rocks have different properties, that some, such as sandstone, are permeable and others, like marble, are impermeable. The principles of fair testing are applied well to their growing knowledge about different materials as they design and make similar sized kites and test out which material is best to make a kite. They record their results systematically and make their own decisions about how they will evaluate the results.

111. The quality of teaching in lessons observed was good overall. The one Key Stage 1 lesson observed was excellent and the two Key Stage 2 lessons were good. The very best teaching was outstanding. The lesson was thoroughly prepared and difficult material about light was handled with imagination so that the pupils made very good gains in their learning. Pupils were sensitively prepared to enter a blackened out room so that they knew exactly what would happen when the light went out. As a result, pupils responded maturely and without fuss and stood very still, observing the teacher's instructions. In a darkened room a range of different light sources, including different sized candles was used and pupils could clearly see the distance and the direction the light was travelling and also how it traveled. Their follow up activity was imaginative as pupils used different lengths and directions of arrows to record their results. Pupils in both key stages enjoy science, particularly the practical aspects. Year 6 pupils enjoyed the challenge of finding the best insulation material to keep an ice balloon cold. Year 2 pupils thoroughly enjoyed the very well prepared lesson on light. The interesting and imaginative presentation of content, the good use of resources and the very good balance of instruction, activity and discussion ensure that pupils retain their interest and concentration and as a result they make good progress in both key stages. Their achievements are good. Pupils are very well behaved in lessons and attentive throughout.

112. Health and safety issues are taken seriously. Pupils are encouraged actively to think about hazards and risks and, as a result, pupils respond sensibly and with care when handling apparatus. Year 6 pupils took precautionary measures before handling their ice balloons and were warned about the weight problem and were asked to think of others around them. In a Year 6 lesson pupils enjoyed dramatic response in science, which deepened their understanding. They pretended to be particles of water, silently scattering around the room when the water became a vapour and coming together as a unit when the 'water' froze. Concept maps, words and arrows drawn to indicate relationships between thought processes, are used to good effect when checking on pupils' understanding in both key stages before starting or after completing a specific unit of work.

113. The science co-ordinator has worked hard to implement the scheme of work and has other ideas to add to make the content even more interesting for the pupils. She has been enabled to carry out a little monitoring of work in the subject throughout the school. Resources are satisfactory. Good progress has been made since the last inspection and standards of work have risen.

ART AND DESIGN

114. During the period of the inspection it was only possible to observe two art and design lessons in Key Stage 2. Judgements are based on the lessons observed, a scrutiny of work in sketchbooks and on display, teacher's planning and discussion with the co-ordinator. On the basis of these, attainment in art is above national expectations by the end of both key stages and pupils, including those with special educational needs, make good progress. The school has maintained the standards reported at the previous inspection.

115. In Key Stage 1 pupils experience a range of techniques and materials. In Year 1 they use paint and other media to recreate their own ideas or to illustrate aspects of their work in other subject areas. For example, they illustrate favourite characters or events in stories they are studying in literacy. They use crayon and paint to create patterns. They begin to learn how to look carefully at such things as flowers or faces and make pencil drawings of their observations. In Year 2 pupils develop and refine their skills, for example by applying their knowledge of pattern to making a fabric design. They continue to develop their skills of observational drawing of natural objects, such as flowers, and some pupils produce drawings that show careful and perceptive observation. This work is well linked to their study of floral paintings by such artists as Pissarro and Monet and their own mixed media work of flowers. They use different media with growing skill and appreciate their different values in relation to their own work.

116. In Key Stage 2 pupils continue to develop their understanding of a variety of techniques and to apply these to different aspects of their work. They use pencil with good control when drawing portraits and natural objects and demonstrate good skill in showing light, shade, texture and tone. They produce careful and finely detailed work with coloured pencils to illustrate posters about rivers as part of their work in geography. They make good use of their information and communication technology skills to continue to develop their understanding of repeating patterns as well as using a variety of printing techniques. They apply ideas and techniques learnt from their study of the work of a variety of artists to their own work with imagination and skill. For example, they plan and make a cut paper design based on the work of Matisse and design and make silk prints based on the work of Hockney. In Years 5 and 6 they analyse critically both their own work and that of artists they are studying.

117. In lessons pupils show a lively interest in, and enjoyment of, the work. They apply themselves with good concentration, and take pride in producing work to a good standard. They collaborate to good effect to produce sensitive work which makes a good contribution to their spiritual and cultural development.

118. The quality of teaching in the lessons observed was never less than satisfactory and sometimes very good. Overall it is good. Teachers plan and organise their work well and use a variety of appropriate activities and resources to enthuse the pupils. Skills and techniques are taught systematically with clear instructions and good exemplification. Teachers use pupils' finished work to good effect. The standard of display is good and classrooms are attractive and stimulating learning environments.

119. The headteacher, who co-ordinates the subject, is enthusiastic and has a sound view of the future development of the subject across the school. She monitors planning to ensure that programmes of study are followed. Resources have been audited and there is a satisfactory range of materials that are centrally stored and readily accessible. The quality and range of books, posters and artefacts to support the work of teachers and pupils are good. The school makes good use of visiting artists and special events, such as the 'One World Week' to extend the experiences they provide for the pupils. Parents are also invited into the school as part of such special events and they make a good contribution to pupils' understanding.

120. Art and design is used well throughout the school to illustrate and illuminate work across the curriculum including literacy and numeracy.

DESIGN AND TECHNOLOGY

121. Pupils' attainment in design and technology is in line with expectations by the end of both key stages. Pupils make good progress in Key Stage 1 and sound progress in Key Stage 2. National Curriculum Programmes of Study for design and technology are fulfilled. Attainment could not be judged at the last inspection because of lack of evidence but resources and opportunities for design and technology activities are now much improved.

122. Key Stage 1 pupils sustain interest and concentration and persevere in solving problems. They work well. In one lesson they had to make an axle and fix two wheels to it and in a later lesson attach it to the chassis. The pupils tried out various methods, including pipe cleaners and straws and combinations of these, and worked with enthusiasm and with much dedication to ensure the wheels remained on the axle. Year 4 pupils in Key Stage 2 showed good research skills as they made photographic frames and drew designs indicating specifications for their individually designed frames.

123. The teaching of design and technology is excellent in Key Stage 1 and sound in lessons observed in Key Stage 2. Overall it is good. The teaching in Year 2 was outstanding. An excellent range of resources was prepared which allowed pupils to solve problems in making their vehicle parts. Careful research had taken place of the different types of vehicles leading up to the lesson and pupils had thought about the shape of the vehicles and their fitness for purpose. They then drew designs of different types of vehicle for a range of these purposes and chose one and enlarged its design on paper. Pupils were making very good progress in acquiring knowledge about the design process and its relation to purpose and acquiring good making skills. Good use was made of information and communication technology to research different types of vehicles.

124. In a second lesson pupils were too quick on occasion to paste their axles on to the cardboard chassis without trialling the appropriateness of position, despite having been alerted to the need to do this by their teacher. She had also prepared for them some cardboard structures with punched holes, which might have assisted their positioning of the axles on to the chassis, but most of the pupils rejected their use. Pupils with special educational needs were supported well by adult support and were then singled out for praise.

125. The subject is being well led by a skilled practitioner and pupils are getting a good range of experiences in the subject. Resources are adequate and the school is using national guidance for its scheme of work.

GEOGRAPHY

126. Judgements are based on a selection of lessons seen during the inspection, the evidence in teachers' plans, discussion with the co-ordinator and examples of work completed by the pupils. The standard of attainment achieved by pupils in both key stages is in line with national expectations. These are similar standards to those reported at the previous inspection.

127. The quality of teaching observed in Key Stage 1 is good and the lessons are carefully planned. The teacher poses open-ended questions to encourage all pupils to take part in discussion. A very good collection of resources has been assembled to interest the pupils in the discussion and through the sharing of ideas they successfully manage to compile a survey that will be used to develop the work further. In Year 1, the pupils, with the aid of the class teacher, produce and publish maps, are able to identify their homes and explain the route that they will follow when coming to school. In Year 2 the work on island homes enables the children to compare and contrast their locality with another.

128. In Key Stage 2, the quality of teaching ranges from satisfactory to very good and is good overall. Lesson plans are precise and pupils understand the purpose of the lesson and the teacher's expectations. In Years 3 and 4, pupils are able to ask and respond to geographical questions and justify the decisions that they have made. They are developing a sound understanding of weather conditions around the world. Year 6 pupils have gathered a great deal of information from books and through information and communication technology. They talk enthusiastically about their assignments and in their investigations they are able to analyse and communicate their findings and demonstrate both verbally and in their work that they are developing a good geographical vocabulary, although amounts of written work are limited.

129. The work in geography is supported through visits to local localities and through first-hand experience such as studying the river in the Cuckmere Valley. A proposed visit to the valley was postponed because of foot and mouth disease at the time of the inspection. Discussion arising as a result of the decision to cancel the visit illustrated the pupils' understanding of, not only the effect of the disease, but also their developing understanding of humankind's relationship with the environment. Pupils are keen to learn. They sustain concentration and behaviour is good. They work together well on group tasks and support each other on an individual basis. Throughout the school, pupils with special educational needs make good progress.

130. A scheme of work and a policy for geography are in place and the long-term study outlines ensure coverage of the curriculum and avoid repetition of work. No monitoring of the subject has taken place and assessment and record keeping are under-developed. There is not a uniform and agreed system in place for pupils to record and keep their work. Resources to support the teaching of geography are just about adequate.

HISTORY

131. History is taught in half-termly blocks and at the time of the inspection no classes were studying the subject. Judgements are based on a scrutiny of pupils' work, teachers' planning, work on display and discussion with pupils and the subject coordinator. On the basis of this evidence, standards are in line with national expectations at the end of both key stages and pupils, including those with special needs, make satisfactory progress. The school has maintained the standards reported at the previous inspection.

132. In Key Stage 1, Year 1 pupils use their enquiry skills to identify similarities and differences between themselves as babies and now and record their observations pictorially and in writing. They develop a sound understanding of the recent past through reflection on their own lives. Year 2 pupils develop their historical knowledge through learning about some of the key people and events in times past using evidence from pictures and books, and record their findings. In Key Stage 2, Years 3 and 4 pupils learn about some features of the Celts and the Roman invasion of Britain. Years 5 and 6 pupils learn about life in Britain since 1940 and the effective use of books and information and communication technology contributes to their understanding of what life was like during this period. The quality of presentation and range of work are variable, except in Years 5 and 6 and there are too few opportunities for pupils to record their learning in Key Stage 1 and in Years 3 and 4 of Key Stage 2.

133. The headteacher, who coordinates the subject, is knowledgeable about her role. There is a sound, up-to-date policy in place that includes reference to special educational needs and equal opportunities. The school has adopted the Qualifications and Curriculum Authority guidelines as a scheme of work. Teachers use these to inform medium-term planning and this is monitored by the co-ordinator. Resources have been audited and the subject is satisfactorily resourced, although historical artefacts for pupils to handle and study are limited. Visits to places of historical interest provide opportunities for pupils to apply and extend their knowledge.

134. The work done by pupils in history makes a satisfactory contribution to the development of literacy and numeracy skills, particularly in Years 5 and 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. During the inspection the teaching of information and communication technology was observed in Key Stage 2, but not in Key Stage 1 because of timetabling arrangements. The judgements draw on additional evidence obtained through discussion with teachers and pupils, scrutiny of teachers' planning and assessment, scrutiny of pupils' work, and the observation of pupils using computers.

136. Pupils begin to use the computer as soon as they start school. In the Reception class they begin to learn mouse control and to recognise letters on the keyboard. In Year 1 many know how to use the space bar, delete and arrow keys. By the end of the Key Stage 1 pupils are able to type their own names using different fonts and size of text. They are able to import graphic images, which they combine with text. They are able to draw shapes and fill with different colours to form their own pictures. Pupils use simple word-processing and many, especially higher attaining pupils, can save, retrieve and print their work. They also use click and drag skills well enough to create a picture. By the end of Key Stage 1 standards of attainment are close to what pupils of age seven are expected to reach nationally.

137. The previous inspection report identified that standards and progress in Key Stage 2 were unsatisfactory and that the lack of time and of regular access to information and communication technology were major contributory factors to the unsatisfactory levels. Currently progress is satisfactory and, although control technology is still under-developed, the overall attainment is broadly in line with national expectations. By the end of Key Stage 2, pupils are competent in a range of skills and are familiar with a variety of programmes. They combine text with graphics with more sophistication and are able to create spreadsheets. There is, however, still room for further improvement in Key Stage 2 and for the pupils to achieve higher standards.

138. Good use is made of information and communication technology to support other areas of the curriculum. In science in a Year 3 class, pupils were using CD-Roms to carry out research work on height, whilst Year 6 pupils recorded the weight of balloons on a matrix. In history and geography pupils use the Internet and CD-Roms to gather information on the Romans, Britain in 1930 and the rivers of the world. Personal research on legendary characters in literacy, such as Beowulf, is undertaken. Mathematics is supported throughout the school from Year 1 where pupils carry out simple sorting to Year 6 where information is recorded on graphs. Year 2 pupils, as part of their design and technology work, gather information on vehicles and axles. Spelling and reading exercises are carried out within the support group for pupils with special educational needs.

139. Teachers' information and communication technology skills were identified in the last report, as not being sufficiently developed to enable pupils to make satisfactory progress. Since the last report there has been a complete change of staff within the school and a new co-ordinator appointed. Good use has been made of in-service training and valuable support has also been provided by the Local Education Authority adviser. Resources have also been improved through the National Grid for Learning programme. Cabling and the Internet have been installed and the number of computers has been increased. A scheme of work and a draft policy are now in place and a system for recording skills and progress is being trialled. A programme of additional in-service is already planned for the summer term. The improved confidence and skills within the staff, as well as the increased resources, are enabling the curriculum to be delivered at a level that meets the pupils' needs.

140. The quality of teaching in Key Stage 2 is at least satisfactory and in one class good. Teachers have high expectations and pupils are provided with a good level of challenge. There is good pace in lessons which impacts positively on pupils' learning. Lessons are well organised and managed to enable all pupils to gain sufficient access to the hardware. Teachers have a secure knowledge of the subject, and give clear instructions. Work is clearly well targeted and matched to pupils' existing skills, which gives pupils a clear idea of what is expected of them. The monitoring and recording of progress are at an early stage of development. Pupils are, however, being encouraged to assess their own progress and to record this on a skills sheet.

141. Pupils' have positive attitudes to the subject and they behave well. They focus well on set tasks and sustain their interest and enthusiasm. They work well co-operatively, and manage their own learning well, showing good levels of responsibility. In one class pupils do not leave the computer when tasks are rotated before ensuring that the incoming pupils are quite clear on how to progress with their work. This level of co-operation is standard practice within the class. Pupils are enthusiastic, attentive and enjoy lessons.

MUSIC

142. It was not possible to observe any Key Stage 1 or Key Stage 2 music during the period of inspection because of the school's time-tabling arrangements and it is not possible, therefore, to judge pupils' attainment in either key stage. Pupils sang tunefully, with enjoyment and with full participation in assembly. Good use is made of music in assemblies and pupils listen respectfully and maturely to it. On occasion music is an integral part of assembly, for example as the pupils listened to a piece of music by Mozart and reflected that he composed at the age of five.

143. Pupils have good opportunities to sing with children from other schools, at communal events and at events organized by the local authority.

144. The undated music policy is satisfactory and shortly to be replaced by a model Local Education Authority policy. The Qualifications and Curriculum Authority scheme is used to guide the pupils' progression in the subject.

145. The co-ordinator has good skills and wide musical interests. A small number of pupils are learning to play the violin in school under the tutorship of a peripatetic teacher but none was heard to play during the inspection, as the teacher did not attend during the inspection period. Two members of staff teach recorder to pupils as an extra-curricular activity.

PHYSICAL EDUCATION

146. Four gymnastics lessons were observed during the course of the inspection. Judgements are based on these, on examination of teachers' planning and conversations with pupils and teachers. Pupils, including those with special educational needs, make satisfactory progress in developing their skills in the majority of lessons seen in both key stages. Overall, pupils make satisfactory progress through Key Stage 1 and their attainment is in line with what is expected of their age group.

147. Pupils make satisfactory progress in Key Stage 2 and benefit from a range of extra-curricular sporting activities provided by staff and parents. Attainment is satisfactory overall with some good attainment displayed by some pupils who are trained by a professional football coach through the school. Pupils have swimming lessons at a local centre and generally they are able to swim the nationally recommended 25 metres before they leave the school.

148. Pupils in Reception and Year 1 undress and dress themselves and quickly prepare for lessons. In the lesson they show awareness of space and move with control and co-ordination. They use every day words to describe position and work well as part of a group. They wait to take turns. By the end of Key Stage 1 pupils are able to carry and use equipment safely and demonstrate their understanding of safety issues in lessons. They can link and repeat combinations of body shapes and balances with good control. They use the apparatus well and they wait for their turn or move on to find an alternative piece of apparatus to work on.

149. By the end of Key Stage 2, pupils are able to choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations. They know and understand the basic principles of warming up. This was clearly illustrated in one lesson where a pupil led the warm up session and obtained the full attention and enthusiastic response of the rest of the class. Pupils use information and basic criteria to evaluate their own and the work of others. Their ability to make evaluative comments about each other's performance is developing well. One boy, for example, noticed that two girls had spontaneously responded to each other's movements and the class teacher then used this to encourage pupils to develop their work

150. The quality of teaching ranges from satisfactory to very good. Teachers use praise well to encourage pupils and, as a result, many of the movements produced show considerable creativity and initiative. The pupils enjoy lessons and are keen to improve their skills. Relationships are good and a strength of the lessons observed is the purposeful way the pupils attempt the work, the way they wait their turn, the low level of noise within the class and the efficient way they prepare and store the apparatus. These strengths reflect the teachers' good planning and class control.

151. A suitable scheme of work is in place but there is no policy. The co-ordinator, who is relatively new to the school has not yet had the opportunity to monitor lessons. A satisfactory range of apparatus is available. There is a good range of extra-curricular provision and effective use is made of the Village Schools' Organisation to provide the children with competitive opportunities. Although teachers generally have a good awareness of the quality of pupils' performances in physical education, there is no system to measure and record progress.

RELIGIOUS EDUCATION

152. It was not possible to observe any lessons in religious education due to the arrangement of the timetables and there was not enough evidence in pupils' books to judge pupils' attainment in either key stage. The planned religious education content corresponds to some extent to the requirements in the locally Agreed Syllabus but the school does not follow the Agreed Syllabus sufficiently well. The school has adopted Qualifications and Curriculum Authority guidance as its main scheme, thus contravening statutory requirements. Pupils receive additional knowledge and understanding about Christianity through the well planned and interesting assemblies. Good references are made to the Church calendar such as the meaning of Shrove Tuesday and Ash Wednesday, Lent and Easter.

153. Key Stage 1 pupils have a basic understanding of Judaism, including the fact that they have specific festivals, such as the period of Rosh Hashana. They relate this reflective period for Jews to their own lives by thinking of what they themselves do now and what they could do to try and improve themselves in their relationship to others. They learn about some of the parables Jesus told, such as 'The Prodigal Son' and 'The Sower.' Year 6 pupils learn about the Bible as the Christian's sacred book and they know that some of the writings reflect prophecies, poetry, history, wisdom, and letters. They also examine art to reflect on what paintings might tell the observer of the life of Christ, for example the raising of Lazarus.

154. The amount of recorded work in pupils' books is generally insufficient and there is no guarantee that pupils receive their curriculum entitlement in this subject. Resources for the subject are barely adequate but relate to Christianity and the two other chosen world faiths for study. The policy for religious education is undated and does not contain a review date. The statement in the policy that religious education should be assessed is not currently being met. The co-ordinator has not ensured that religious education is taught regularly, although the content in the well considered assemblies does compensate to some extent.