

INSPECTION REPORT

St Wilfrid's Church of England Primary School

Haywards Heath

LEA area: West Sussex

Unique reference number: 126056

Headteacher: Mrs Allison Goodfellow

Reporting inspector: Peter Payne

12155

Dates of inspection: 9 - 12 October 2000

Inspection number: 224525

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Eastern Road
Haywards Heath
West Sussex
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Appropriate authority: The Governing Body

Name of chair of governors: Mr D G Johns

Date of previous inspection: September 1996

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Sam Lye OIN: 9378	Lay inspector		How high are standards? – pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Sandra Herbert OIN: 27544	Team inspector	Mathematics, geography and equal opportunities	How well are pupils taught?
Richard James OIN: 23543	Team inspector	Science and physical education	How well does the school care for its pupils?
Margaret Jennings OIN: 25502	Team inspector	English, special educational needs and English as an additional language	
Linda Shaw OIN: 15629	Team inspector	Information and communication technology and design and technology	How good are the curricular and other opportunities offered to pupils?
Sheila Wilding OIN: 27714	Team inspector	History and education of the under fives	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Wilfrid's Church of England Aided Primary School is a mixed 4 to 11 primary school with 425 pupils on roll, organised in 14 classes. This is much bigger than most other primary schools. The majority of the pupils live in Haywards Heath. The attainment of pupils on entry to the school is very broad and, overall, is slightly below the national average. The percentage of pupils with special educational needs, including those with statements (16.3 per cent) and the percentage of pupils known to be eligible for free school meals (11 per cent) are broadly in line with the national average. One pupil has English as an additional language.

HOW GOOD THE SCHOOL IS

The school is a vibrant place where pupils enjoy their experiences in and out of class. Teaching is lively and interesting. This contributes to the very positive attitudes of the pupils, their very good behaviour and the standards that they achieve. The leadership and management of the school are excellent. The headteacher, governors, staff and parents are committed to a very real partnership to continue to raise standards. The income for the school is broadly average and, when set against the quality of the teaching, learning, care and support, the school gives good value for money.

What the school does well

- Children are very enthusiastic about their school – they enjoy it.
- Quality of teaching and learning is good, with interesting lessons and a good range of experiences.
- Children's attitudes to learning and their behaviour are very good.
- Teachers' listening skills and the respect that they show for their pupils are impressive.
- It celebrates the individual achievements of pupils and cares for their wellbeing.
- It is an inclusive school with equality of opportunity and excellent relationships.
- Leadership and management are excellent.
- Links with the wider community and relationships with partner institutions are well developed.
- Provision for pupils with special educational needs is good. They make good progress.

What could be improved

- Opportunities for pupils to develop their skills of investigation and enquiry.
- Opportunities to challenge the most able pupils in lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1996. The headteacher took up her appointment in September 1997 and, with the support of the governors and staff, has strengthened the leadership and management of the school. Unsatisfactory teaching has been eliminated. All lessons observed during the inspection were satisfactory. A priority has been the raising of standards, particularly of the higher attaining pupils and this has been achieved in all subjects in the 1999 SATs results, although the most able pupils are not always challenged sufficiently. There has been a substantial investment into equipment, software and training for information and communication technology and the overall standard of work in the subject has improved significantly. The quality of the teachers' planning has been improved considerably and is now a real strength of the school. Procedures for monitoring and supporting the pupils' academic progress are now satisfactory. A programme of regular, formal monitoring of the quality of teaching and learning in the classrooms is in place. A substantial investment of funds and time into facilities for the youngest children in the school has created a high quality learning environment for them. There has been a consistent improvement since the last inspection and the school is well placed to continue to raise standards in the future.

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
	1997	1998	1999	1999
English	B	A	B	B
Mathematics	C	B	C	C
Science	B	C	B	B

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

The table shows that the standards achieved in English and science in 1999 were above the national average when compared to all schools and when compared to schools of similar character. Performance in mathematics was broadly in line with the national average for all schools and for similar schools. The standards achieved in these subjects over the last four years are broadly in line with the national trend. Evidence from unpublished results indicates that in 2000 pupils at the end of Key Stage 2 achieved below expectation in mathematics, as expected in English and well above expectation in science. Challenging targets have been set for the performance of 11 year olds in 2001. In other subjects, pupils reach above average standards in art, music and physical education and at least expected standards in geography and history. Standards achieved in some aspects of information and communication technology in Key Stage 2 are below expectation, because of the pupils' limited experience of these areas until recently.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages are proud of their school, are pleased to be there and demonstrate excellent attitudes.
Behaviour, in and out of classrooms	Behaviour is very good both in the classrooms and about the school at breaks and lunchtime. Pupils are courteous, orderly and considerate.
Personal development and relationships	The personal development of the pupils is very good. Relationships between pupils and with adults are excellent. Their ability to co-operate with each other is impressive. They respect each other's views.
Attendance	Attendance is satisfactory, with no unauthorised absence. Lessons begin promptly and no time is wasted moving between lessons.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Very good	Satisfactory

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

The quality of teaching is strength of the school and has improved substantially since the last inspection. Teachers provide interesting lessons and, because of the good teaching, learning is effective. Pupils of all ages are able to increase their knowledge and understanding and develop their skills. Good teamwork between teachers and teaching assistants enables pupils with special educational needs to achieve satisfactory standards. The work prepared for them takes account of their individual needs and their support staff help them to achieve their targets. Teachers are very good at planning. They establish the intentions and learning objectives of each lesson and share these with their pupils so that they know what to do and what is expected of them. The teaching of English is now very good and the teaching of mathematics is satisfactory, with over half the lessons at least good. The literacy and numeracy programmes are well established. The quality of marking varies. The best practice gives clear guidance about what needs to be done and there is evidence that this is heeded. None of the lessons observed during the inspection were unsatisfactory. The quality of teaching observed in 66 per cent of lessons was good or better, 31 per cent was very good or better and 10 per cent was excellent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality and range of the curriculum is satisfactory. It is very good in the Foundation Stage and good in Key Stage 1.
Provision for pupils with special educational needs	This is very good. Pupils with special educational needs have full access to the curriculum and, where necessary, receive high quality support from their teachers and teaching assistants. They are able to develop confidence and make good progress. The school complies with the special needs code of conduct.
Provision for pupils with English as an additional language	Support for the very small number of pupils for whom English is not their first language is satisfactory. The school works hard to ensure that they are included in all aspects of the school day.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is good. It is a strength of the school. A caring ethos is a significant feature of the school life which is valued by all those who teach and learn there. Provision for spiritual and cultural development is good, and for moral and social development it is very good.
How well the school cares for its pupils	The provision for ensuring the general well being of pupils is good. Pupils feel safe and secure because of the very good levels of pastoral support. There are excellent procedures for promoting good behaviour. Procedures for child protection are good.

The school has a good relationship with its parents and maintains an effective partnership with them. They are very supportive of the school and comment on the high expectations of work and behaviour. Arrangements for sharing information are good, although some parents would value more precise information about what is taught and about their child's progress. They are especially pleased with the support given to pupils with special educational needs. There is an open-door policy and the school welcomes parents in to share information to ensure that their children are happy and learning effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher empowers the staff and enables them to contribute very effectively to the development of the school. There is a shared vision for the future of the school.
How well the governors fulfil their responsibilities	Governors meet their statutory responsibilities. They are committed to the success of the school and provide very effective support. They know what the school is doing well and how it might improve.
The school's evaluation of its performance	Formal monitoring of the quality of teaching has been implemented. Targets for headteacher and deputy have been set. Good use is made of statutory and non-statutory test information to compare standards with similar schools. Challenging targets for the achievement of 11-year olds in 2001 have been set.
The strategic use of resources	The deployment and management of the resources available to the school are excellent. Very good use is made of new technology and budgetary decisions are made prudently. The school is aware of the availability of supplementary grants and is successful in bidding for them.

There are sufficient suitably qualified and experienced teachers and teaching assistants to deliver the National Curriculum across the foundation and both key stages. The accommodation is very good and is able to provide a stimulating learning environment. It is used well and maintained to a very high standard. Displays celebrate the achievements of pupils and provide further challenges to them. The outdoor play areas and the sports field are very good. Teaching resources are generally adequate, with some shortcomings in history and information and communication technology. Governors have a policy of achieving the best value in their transactions.

PARENTS AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of the teaching. • Their children like coming to school. • Children make good progress. • The school expects pupils to work hard and achieve their best. • The good behaviour in the school. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of work to do at home. • The way in which the school works with parents. • The management of the school.

The inspectors endorse the parents' positive views of the school. The range of extra-curricular activities is good. It is not dissimilar from that of similar schools. They found that homework is used appropriately in the core subjects, though it does not feature significantly in the other subjects of the curriculum. The inspectors found that the opportunities for the school and parents to work closely together for the benefit of the pupils were good and that the leadership and management of the school were excellent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The levels of attainment of the children upon entry to the Foundation Stage are consistent with the full range of ability, including children with learning difficulties and potentially high attainers. The overall level is slightly below the national average in all areas of learning. Children make good progress in the reception classes and, by the age of five, the majority will have achieved the early learning goals and be ready to begin the National Curriculum. Because of their positive attitudes and the commitment and expectation of their teachers, most children work at or near to their capacity.
2. The results of the 1999 tests taken in English and mathematics by seven year olds were broadly in line with the national average and when compared to the performance of similar schools. The standards achieved by higher attaining pupils were above the national average. Over the last four years, since the last inspection, the performance of seven year olds has consistently exceeded the national average. The relative performance of boys and girls over this period shows no difference apart from a slight under-performance of girls in writing.
3. The 1999 results for 11 year olds in English and science were above the national average, while in mathematics their performance was close to the national average. The same pattern is found when compared to the performance of similar schools. The performance of higher attaining pupils was above the national average in English and science, and close to the national average in mathematics. Over the last four years, the performance of 11 year olds has consistently exceeded the national average. There were no differences between the performance of boys and girls.
4. The school has set challenging targets for 11 year olds in 2001. These were carefully established and reflect the performance of the year group through the school, including the proportion of pupils with special needs. Inspection evidence suggests that they will be achieved.
5. Pupils with special educational needs make good progress in learning and achieve well in Key Stage 1 while in Key Stage 2 they make satisfactory progress. They meet the targets set in their individual education plans. Pupils with statements of educational need meet targets set at annual reviews. The small number of pupils with English as an additional language makes satisfactory progress. The achievements made by those pupils identified by the school as gifted and talented is as expected in Key Stage 1, but below expectation in Key Stage 2. Their achievements in lessons do not consistently match the school's assessments of their capabilities.
6. In the other subjects of the National Curriculum, standards are above expectation in both key stages in art, music and physical education, and in Key Stage 1 in geography, history and information and communication technology. They are as expected in both key stages in design and technology and in Key Stage 2 in geography and history. Attainment in Key Stage 2 in information and communication technology is below the national expectation because pupils have had insufficient opportunity until recently to experience and practice the full range of activities in the

subject. However, recent investments in new equipment and training mean that the school is well placed to improve standards of attainment in the subject.

7. The skills developed through the literacy hour are evident across the curriculum, particularly in Key Stage 1. There are impressive examples of speaking and listening skills used to promote and extend thinking and to clarify the pupils' understanding of their work. Good quality discussion takes place, particularly in science, history, geography and music where the thoughts and ideas of the pupils are developed and valued. Their numeracy skills are used in the production of graphs in science and geography, the use of nets in design and technology and in data handling using computers. As the facilities are extended, pupils are able to make increasing use of information technology to support their learning, for example by using desktop publishing to present work in design and technology and the Internet to find information for English and geography.

Pupils' attitudes, values and personal development

8. Pupils' attitudes and behaviour remain a strength of the school. They benefit from the school's strong Christian ethos. Almost all parents feel that their children enjoy and appreciate their school. Attendance is slightly above the national average. Pupils arrive in good time in the morning and settle down quickly to established routines. No time is wasted at the beginning of lessons, or when moving about the school.
9. Pupils show evident enjoyment of their lessons. They are very keen to learn and participate enthusiastically. Their attitudes are excellent. They listen attentively and respond confidently to the high expectations of their teachers. They enjoy the challenge of learning. They are however, less adept at planning and organising their work.
10. The pupils immerse themselves completely in school life. Year 6 pupils contribute to the smooth running of assemblies when they help with the operation of the overhead projector or by playing recorded music and at playtimes when they ensure that pupils use the premises in an orderly fashion. Younger pupils respond appropriately to the older ones. They take opportunities to volunteer their help, for example, two girls offered to help clean the canteen during a wet playtime and were awarded stars for doing so. Pupils appreciate how the school council works. They take an active part in raising funds for charity.
11. Behaviour in class and around the school is very good. Pupils respond very positively to the consistently high expectations of teachers and other adults. They are aware of what is and is not acceptable behaviour. They are courteous and happy to talk about the school and their work. There have been no exclusions in the last year.
12. Relationships of pupils to each other and to teachers and other adults in the school are excellent. Pupils play well in the playground and no sign of bullying was seen. During wet weather breaks indoors, they settle happily to sharing construction kits in the hall or playing and reading in their classrooms. Older pupils will happily look after the younger ones. On an unusually wet day when all pupils were required to come into the school by the main door, the older pupils took the responsibility for taking the youngest children to their classrooms.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching is good. This is an improvement from the last inspection where overall teaching was described as satisfactory. All lessons observed were satisfactory or better, with 66 per cent of lessons graded good or better and 10 per cent of lessons judged to be excellent. Analysis by key stages shows that more than half the lessons in Key Stage 1 were judged to be very good or better and one in five was very good in Key Stage 2. The teaching of children in the Foundation Stage is consistently good or better. Pupils with special educational needs are well supported. Whole class lessons are inclusive with suitably modified tasks for pupils with special educational needs. The contribution of the teaching assistants to the support these pupils is impressive.
14. Teachers' knowledge and understanding of the curriculum is good in all subjects. Corporate planning from agreed schemes of work ensures good coverage of the curriculum and satisfactory attainment and progress. Teachers make the objectives of lessons clear and manage pupils' behaviour well through good preparation and organisation, using praise to reinforce positive behaviour. There is an evident mutual respect between teachers and pupils. In the majority of lessons, pace is good. In the best lessons expectations of pupils are high and based upon their prior learning. Lessons are generally well-organised and resourced though progress and appropriate coverage of the curriculum for information and communication technology is currently limited by resources. For example, the good work with a programmable floor robot in Key Stage 1 is not built upon in Key Stage 2 because the appropriate software is not available.
15. The school's teaching of English is based on the National Literacy Strategy and lessons benefit from detailed planning which is shared between parallel classes. The quality of teaching is good or better in the majority of lessons. Teachers in both key stages demonstrate a good knowledge of phonics and phonemes. In the majority of lessons, good, interactive, whole class teaching is followed by appropriately differentiated tasks and pupils with special educational needs are well supported. Attainment in English is at least satisfactory in all classes and pupils have opportunities to use their literacy skills across the curriculum. Teachers make good use of information technology to support work in literacy.
16. In the past year the teaching of mathematics has been enhanced by the whole school adoption of the National Numeracy Strategy with good planning, a high proportion of whole class interactive teaching, clear shared objectives and effective systems for summative assessment put in place. However, the good use of day to day assessment and examples from the strategy framework to inform planning is not yet consistent throughout the school. This sometimes leads to a lack of suitably challenging work for most able pupils. Improvement in the quality of teaching enables pupils to make good progress within lessons and attainment overall is as expected although the new developments in teaching have yet to impact on the pupils' attainment in the end of Key Stage 2 tests. There are opportunities for them to use and apply their knowledge in other subjects, but opportunities for collaborative and investigational activities in mathematics are limited.
17. In the best science lessons the pupils were challenged by high, but realistic expectations. However, in a small number of lessons, pupils' tasks were directed in a way that left little opportunity for them to undertake those independent or group investigations which would develop their skills in devising a fair test. In the other subjects of the curriculum, teaching was good in information and communication technology, geography art, music and physical education. It was satisfactory in design and technology and history.

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

18. The school provides a broad, balanced and relevant curriculum for all its pupils. Time allocations for subjects are satisfactory with the exception of science in Year 3 where insufficient time is allocated. The statutory requirements of all the subjects in the National Curriculum are met, although there are aspects of information and communication technology which require a wider range of planned experiences. There are too few lessons where children are able to carry out their own investigations in science and mathematics or to select their own materials in information or design and technology. As a result, potentially higher achieving pupils are not challenged sufficiently, particularly where the teacher directs the majority of the work.
19. There are many times when pupils benefit from learning from outside the classroom. Members of the local clergy conduct assemblies in school and there are regular visits to the local church. Poets and storytellers visit the school for book week. The Internet is being increasingly used as a source of information, for instance to ask questions about Shakespeare and to find information about other places in geography. A parent brought her young toddler into school and stimulated a lively discussion and increased understanding about growth in science. Pupils have a residential visit to the Isle of Wight and visit the National Gallery. All of these experiences enhance their understanding of the world and its culture and give a wider perspective to their learning. The literacy and numeracy strategies are beginning to have an impact on standards, particularly at Key Stage 1.
20. This is a welcoming school, which operates an inclusive admissions policy. There is good provision for pupils with special educational needs. Pupils with learning and behavioural needs have access to the whole curriculum and are enabled to make progress by suitably differentiated tasks and good in-class support. The views of parents of pupils from other faiths are respected and arrangements are made for some pupils to be withdrawn from Christian assemblies.
21. There are no gender issues. Boys and girls work and play well together and both sexes have the same opportunities in all lessons, including games. Pupils with physical disabilities take part in the whole curriculum, including physical education. Pupils with English as a second language are welcomed into the school and supported appropriately. Staff have undertaken specialised extra training, for example in the use of automatic injection devices, in order to ensure the health and safety of pupils. The school analyses test results to identify any differences in attainment by boys and girls. During the inspection, no evidence of any difference in progress between boys and girls was seen.
22. The provision of extra-curricular sporting and musical activities enhances the pupils' performance and enjoyment of these subjects and develops personal pride in achievement. There are opportunities for enrichment activities through the county's special programme for more able pupils and master classes at the local secondary school.
23. Pupils have opportunities to learn about sex education and drug abuse through their regular science lessons. An effective personal, social and health education programme is starting to develop self-awareness and reflection. The school council,

consisting of elected and selected members, provides pupils with the chance to influence their school's life. Pupils value the school council and have seen their views about playtimes being listened to and acted upon.

24. The excellent quality of relationships is a strength of St Wilfrid's. A number of instances were observed where pupils helped each other quite spontaneously, without being prompted. Pupils are encouraged to act responsibly and to use their initiative. This is an improvement since the last inspection. Young children are encouraged to clear up at the end of lessons and to care for one another. Older pupils keep the cloakrooms and corridors clear and help with the overhead projector and tape recorder in assemblies. They take their responsibilities seriously and respond appropriately with a high standard of behaviour and respect for one another.
25. Pupils have a clear understanding of right and wrong which they apply both inside and outside their classrooms. Rules are displayed in the classroom and teachers model the sort of behaviour expected. Pupils respond well and social development is very good. Opportunities for collaborative work are occasionally missed, but good examples are seen in English and design and technology.
26. Spiritual development is fostered in assemblies, art and music where pupils are able to reflect about the world in which they live. They are able to think about nature when closely observing a leaf in order to draw it or to appreciate music from other parts of the world. Good opportunities for cultural experience and development are taken in history, art, music and religious education. Personal, social and health education lessons provide times to understand how others feel and to develop respect for one another. This contributes to the excellent standard of relationships between all members of the school community.
27. Teachers from the local secondary school visit the school to understand more about the curriculum and there is an induction day for pupils about to transfer. They are involved when the pupils with special needs are discussed during the reviews in the summer term with both the pupils themselves and their parents. This eases the transition for these pupils from primary to secondary education. Headteachers from local primary and secondary schools meet together to promote a better understanding of each other's work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. St Wilfrid's is a very caring school and has very good procedures to monitor and support the pupils' personal development. All the staff, both teaching and non-teaching, know their pupils very well. Parents are happy with the positive caring ethos which permeates everything the school does. Procedures for assessing attainment and progress are satisfactory. There are new assessment procedures in place to record pupil's attainment in all subjects. Pupils' work is marked regularly and there are some examples of good practice, but teachers are inconsistent and few make the constructive comments about the structure or quality of the work which tell the pupils how they can improve their work.
29. Staff maintain close links with parents. In the Foundation Stage and Key Stage 1 teachers use a home-link book to communicate regularly with parents about their child's development in reading. In Key Stage 2 all pupils have their own targets for English and mathematics which are shared with parents. The pupils' written English is assessed every half term. A detailed record is kept of their attainment and areas

for improvement are identified. The assessment co-ordinator has provided training for all staff to enable them to assess pupils' attainment in their written work.

30. Procedures for monitoring and supporting the pupils' academic progress are good. The school has analysed the pupils' performance in the end of key stage tests to inform them of their strengths and weaknesses. There are systems in place to track pupils' progress through key stages using teacher assessments and end of year tests to identify pupils who may not reach expected levels. These pupils receive extra support from teaching assistants in small groups. The majority of pupils targeted to reach expected levels at the end of Key Stage 2 did so in reading, but not in writing. A meeting is held for parents prior to the Key Stage 2 tests to inform parents of what is required for pupils to achieve nationally expected levels in English, mathematics and science.
31. Pupils with special educational needs receive good support and appropriate procedures are used to identify and monitor their progress. Individual education plans are used to establish targets and these are reviewed regularly. Support provided by teaching assistants is very effective.
32. Induction of the youngest pupils is carried out sensitively. Teachers visit playgroups so that they can meet the children before they come into school for several story-time sessions and a longer visit prior to starting school. There is a staggered entry system to ensure pupils settle quickly.
33. The school is a safe and secure place for pupils and staff because attention has been paid to removing potential health and safety risks and safety issues are carefully monitored. First Aid procedures are good. Teaching assistants have attended First Aid courses and have recently had training in the emergency treatment of anaphylaxis. All staff are aware of child protection procedures and report any concerns immediately to the headteacher.
34. The behaviour policy was established following consultation with all staff, governors and parents. It is sent to all parents when their child starts school so that they can support the principles at home. Teachers have had training in the implementation of the policy and this, coupled with their high expectations, achieves a very good standard of behaviour.
35. Attendance is carefully monitored and, if necessary, followed up. There is no unauthorised absence. The headteacher meets with the educational welfare officer fortnightly to ensure that everything is done to improve pupils' attendance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The school maintains an effective partnership with parents. Parents are very supportive of the school and comment on the high expectations of work and behaviour. They praise the caring ethos and are especially pleased with the support given to pupils with special educational needs. There is however, a minority of parents who feel that the school does not work sufficiently closely with them.
37. There are three formal opportunities during the year for parents to consult teachers as well as informally before or after school if they have any concerns. At the consultation meeting in the spring term, parents are invited to help set targets for their child.

38. Information provided by the school to parents is good. Monthly newsletters are interesting and informative. Parents are informed about the topic their child will be covering each half term so that they can, if they wish, help their child at home. However, some parents at the meeting were unsure about the clarity of topic information and would like a better understanding of it. Pupils' annual reports give clear information about what pupils know and can do, but are less clear about how well they can do it or how they can improve their work. The targets set during the year in consultation with parents for individual pupils are not commented on.
39. Parents make an effective contribution to their children's learning through their help in the school and their support of the work done at home. Approximately thirty parents provide help in the school with reading, classroom activities, information technology or on visits. The school has run workshops for parents to help them understand how they can assist their child with reading and handwriting. Parents are aware of what homework is expected and can comment in the homework diaries if their child has difficulties. Very few parents expressed dissatisfaction with the amount and quality of homework. The positive partnership between the school and parents has a positive effect upon the achievement of the pupils.
40. There is a thriving parent-teacher association which raises substantial amounts of money which has been donated to the school in order to enhance the learning environment and purchase extra resources, such as play equipment for the youngest children. Questionnaires were sent to parents to elicit their views when setting up the home-school agreement and the behaviour policy.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher provides excellent leadership. She is supported by staff and governors who share a firm commitment to the development of the school and the raising of standards. There is a clear sense of direction and purpose throughout the school. This is a significant factor in its success.
42. The school's aims and values are published, practised and achieved. The high quality relationships at all levels about the school demonstrate the commitment of pupils and adults to live up to them. A significant feature of the aims is an explicit commitment to raise self-esteem and strive for high standards to maximise each pupil's potential by a range of strategies, including the agreement of individual performance targets.
43. The headteacher, deputy headteacher and key stage co-ordinators monitor the quality of teaching in classrooms by observation and the core subject co-ordinators monitor by evaluation of the work of pupils. Outside agencies are also brought in to validate the quality of work in the classrooms. This is a significant development since the last inspection. The school evaluates the performance data produced by national tests and its own internal testing. This information is used to establish realistic performance targets at the end of the key stage and to focus on individuals or groups that may be identified by the data and given additional support to extend their achievement.
44. The day to day management of the school is excellent. All staff have job descriptions which establish their roles and the expectations of them. The deputy headteacher has clearly defined areas of responsibility and there is effective

delegation of responsibility to the subject and key stage co-ordinators, enabling them to manage their own areas of operation. A programme of non-contact time is achieved so that they can develop and monitor standards in their subjects. They have a regular professional review meeting where their targets are reviewed and agreed. Training needs are identified with regard to both the individual's and the school's needs.

45. The governing body is very effective. The governors play an active part in the school life and provide strong and highly committed support. The committee structure is logical and well organised. Committees have terms of reference which are regularly reviewed to confirm their continuing effectiveness. The governors have a clear vision for the development of the school and have an appropriate contribution to the construction of the school's development plan and priorities. They receive good quality information about the school's performance. Their role in establishing targets for the headteacher indicates an understanding of the school's strengths and weaknesses.
46. Educational priorities are established by staff and governors in the development plan and under-written by the prudent use of funds. There is a well-established process for constructing the plan and a number of strategies are used to identify priorities for future years. The needs of the subjects are considered by rotation, using working parties of staff.
47. The school is well staffed and there is a very good match of qualifications and experience to deliver the curriculum successfully. The commitment to continuing in-service training is a strength of the school. Induction processes in place to support teachers who are new to the school are excellent. The school receives and supports student teachers for the practical element of their course. Teaching assistants and mid-day supervisors are trained and deployed appropriately. They are particularly effective and play an important part in ensuring both the quality of learning and the very good behaviour.
48. The quality and extent of the accommodation is very good, as are the outdoor play spaces and sports facilities. The exception is the temporary accommodation occupied by the Year 6 classes which is small and limits the range of activities which can be provided. With the exception of the book stock and programmes for information and communication technology, resources for teaching are satisfactory and readily accessible. The quality of the learning environment and the school surroundings owes much to the particularly high standards achieved by the site manager and his staff and to the care and pride in their school shown by the pupils and adults.
49. The financial management of the school is good. A recent local authority financial audit confirmed that all financial systems and controls were operating satisfactorily. The finance committee of governors is provided with good quality information through analysis of the monitoring statements provided by the local authority, suitably annotated by the administration officer. Very good use is made of new technologies to track and monitor the budget and for other administrative purposes. When it is necessary, firm action is taken to avoid overspending. The governors have a policy of achieving best value in their transactions. The school has been successful in attracting additional funding and specific grants, such as the New Opportunities Fund and the National Grid for Learning. Additional funds and grants are wholly applied to their designated purposes.

50. Day to day administration of the school is unobtrusive and efficient. The members of the administrative staff are effective, enabling the routine procedures of the school to operate smoothly and allowing the headteacher and staff to focus upon teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to improve standards and the quality of education further, the headteacher, governors and staff should:
- (1) Provide a greater range of opportunities for pupils to develop their investigational and enquiry skills (paragraphs 16, 18, 66, 72, 91 and 96);
 - (2) Provide opportunities to challenge the most able pupils by ensuring that their needs are consistently included in lesson planning (paragraphs 17, 79 and 94).
52. The school should also consider the following minor weakness for inclusion in its action plan:
- (1) Ensure consistency in marking and feedback to pupils so that they know how to improve their work (paragraph 70);
 - (2) Ensure that the older pupils in Key Stage 2 have experience of the range of software for handling data (paragraphs 6, 14 and 121).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	55

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	21	35	34	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	425
Number of full-time pupils eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	78

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	33	29	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	25	30
	Girls	24	24	25
	Total	47	49	55
Percentage of pupils at NC level 2 or above	School	76 (83)	79 (91)	89(88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	29	30
	Girls	24	25	24
	Total	48	54	54
Percentage of pupils at NC level 2 or above	School	77 (82)	87 (87)	87 (82)
	National	82 (81)	86 (85)	87 (86)

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
	1999	38	32	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	31	32
	Girls	24	21	26
	Total	53	52	58
Percentage of pupils at NC level 4 or above	School	76 (79)	74 (74)	83 (72)
	National	70 (65)	69 (73)	78 (76)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	29	32
	Girls	23	23	25
	Total	54	52	57
Percentage of pupils at NC level 4 or above	School	77 (82)	74 (78)	81 (80)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	3
Indian	1
Pakistani	2
Bangladeshi	1
Chinese	0
White	352
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	14.4
Number of pupils per qualified teacher	32.7
Average class size	30.4

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	238

Financial information

Financial year	1999-2000
	£
Total income	724,155
Total expenditure	700,273
Expenditure per pupil	1,648
Balance brought forward from previous year	15,094
Balance carried forward to next year	38,976

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	149

Percentage of responses in each category

	Strongly agree	Ten to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	4	1	1
My child is making good progress in school.	44	50	3	1	2
Behaviour in the school is good.	34	58	5	2	1
My child gets the right amount of work to do at home.	23	56	17	0	4
The teaching is good.	44	52	2	0	2
I am kept well informed about how my child is getting on.	27	52	16	3	2
I would feel comfortable about approaching the school with questions or a problem.	51	41	7	1	0
The school expects my child to work hard and achieve his or her best.	43	51	5	0	1
The school works closely with parents.	26	51	20	3	0
The school is well led and managed.	35	45	18	1	1
The school is helping my child become mature and responsible.	39	47	11	0	3
The school provides an interesting range of activities outside lessons.	14	44	23	7	12

Other issues raised by parents

The parents were very supportive of the school. In particular, the parents of several children in the Reception classes said how good their induction process into the school had been.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

53. The attainment of the children on admission is slightly below the national average in all areas of learning. The children are tested using the county's baseline scheme both on entry and at the end of the Foundation Stage. Pupils show good progress with the majority of the children set to achieve the early learning goals by the end of the year. They are assessed for any special educational needs during the first weeks of term to ensure their needs are met. Targets are set in numeracy and literacy and progress is measured termly.
54. The school provides detailed planning for a rich and varied curriculum which meets the requirements of the early learning goals. This plays a significant role in enhancing the quality of teaching and learning which is consistently good or very good. Teaching is very good when there is use of questioning techniques and the provision of opportunities for the children to hypothesise. Teaching assistants keep pupils on task and meet weekly with teachers to discuss planning and assessment activities. Treetops, the autonomous learning environment, provides an indoor and outside area with appropriate equipment. This provision for the Foundation Stage is a significant improvement since the last inspection.
55. Both the children's behaviour and their attitude to learning are very good. They are enthusiastic, interested in their activities, participate eagerly and are able to sustain concentration. They relate very well to each other and are happy to help each other such as when they were forming groups with the same letter card.
56. Attainment in communications, language and literacy meets national expectations and in some areas, such as phonic recognition and the ability to apply that knowledge, their attainment is above average. Children respond very well to the programme of physical phonics. Teaching develops children's awareness of literacy skills when links are made between print and the written word. They contribute their own ideas in class discussions, respond well to questions and listen with interest. Children take their reading books home on a regular basis with their home-contact book. Meetings are held with parents to discuss the use of these books and the teacher's record of children's progress in reading. The children's reading books are now appropriate and cover a range of texts. Children enjoy looking at books and reading and are able to express preferences about favourite books. A new cursive script has been introduced and is demonstrated by teachers on a daily basis. Pupils are able to further their reading and writing skills in the appropriate corners in Treetops. Provision for role-play in this area also allows for the development of speaking and listening skills.
57. In mathematical development, children respond well to practical activities such as the physical mathematics programme and singing games. Attainment is well above national expectations. Children are progressing confidently using a range of counting activities such as using a counting snake and counting Humpty Dumpty's bricks for his wall. Some children are able to count and match numbers to ten whereas others have yet to reach the concept of one-to-one correspondence. Children write numbers in a variety of ways including using small white boards. By the end of this academic year pupils will record their activities in individual folders in preparation for moving into Key Stage 1.

58. In knowledge and understanding of the world the children are learning to make sense of the world. Attainment is above national expectations and learning is enhanced by activities based on first-hand experience that encourages exploration, observation, problem solving, prediction, critical thinking and discussion. They have many opportunities in Treetops for these activities and respond well to practical demonstrations such as the real wall building activity. Teaching and learning in information and communication technology is very good because of a carefully structured teaching programme involving programmable floor robots and tape recorders. Children have the opportunity to have first-hand experience, predict what might happen and use appropriate technical language.
59. In creative development attainment is above average. Children are able to sing simple songs from memory and match movements to music. They experience a range of activities designed to develop their art skills. These include observational drawing, painting, modelling with playdough or clay and colour mixing.
60. In physical development attainment is at least in line with national expectations. Pupils are aware of space and can move orderly through the building. Fine motor skills range from being able to trace a line and colour effectively, to having difficulty tracing over a line or writing a letter. Teaching and learning opportunities provide a wide variety of activities through formal physical education lessons, activities in the playground, use of trikes and singing. Children use appropriate tools effectively in design and technology and art.
61. In personal, social and emotional development attainment is well above average. Treetops provides activities which help the children develop autonomy and the disposition to learn. A range of weekly activities is carefully planned and children record their choices on specifically designed boards. A track of their activities is kept by the children circling a picture of their completed activities in their personal logs. The school recognises the needs of their pupils by operating an induction programme for new entrants, which includes a staggered entry and separate playtimes.
62. Links with parents are good. They are invited to information meetings which explain curriculum issues and talks from other agencies such as the school nurse. Parents have the opportunity to contact teachers when they bring and collect their children from the teachers in the playground.
63. The early years co-ordinator is trained appropriately and has a clear understanding of the needs of children in the Foundation Stage. She has received training in monitoring and there is a planned timetable for this.

ENGLISH

64. In the 1999 national tests at the end of Key Stage 1, the percentage of pupils reaching the expected levels in reading, 76 per cent and writing, 79 per cent, were below the national average when compared with all schools. The percentage of pupils reaching the higher levels in reading, 37 per cent, was above the national average and in writing, 15 per cent was well above the national average. Over the last four years, the performance of pupils has been above the national average in reading and in line with the national average in writing. When compared with similar schools, results in the national tests were broadly in line in reading and writing.

65. In the 1999 English tests at the end of Key Stage 2, 76 per cent of pupils reached level 4 which was close to the national average for all schools. The percentage of pupils achieving the higher level 5, 30 per cent, was above the national average. Over the last four years, the performance of both boys and girls has exceeded the national average. When compared with similar schools, the school's overall results were above average. The findings of this inspection indicate that overall attainment in English is higher at Key Stage 1 than at Key Stage 2 and is now above average. Attainment at Key Stage 2 is broadly in line with the national average with some significant weaknesses in aspects of writing. This is a reverse of the findings of the previous inspection.
66. Attainment in speaking and listening at Key Stage 1 is above average. Pupils speak confidently and with clarity. They gain benefit from opportunities to develop their use of language in role-play activities during literacy hour and in the use of "listening corners" in classrooms. In a Year 1 class, pupils enjoyed acting out the story of the book "Handa's Surprise" using stick puppets. Pupils in Year 2 collaborated well and learnt the importance of clear thinking and speech in an activity that involved drawing a picture from a set of verbal descriptions. Attainment in Key Stage 2 is in line with the national average. Higher attaining pupils continue to develop mature and clear speaking skills and are able to talk with confidence about their work. There were no opportunities during the inspection to see any planned public speaking. However, a Year 3 class used role-play effectively in a history lesson on the Second World War when together with their teacher and their identity tags they were "evacuated" into another class. All pupils benefit from a very good range of activities throughout the year to take part in drama productions. These include role-play activities in assemblies, productions of plays and choral speaking competitions that involve the whole school. These very good foundations should now be built on by including opportunities for speaking and listening in a more planned way in the teaching of English at Key Stage 2.
67. Attainment in reading is in line with national averages at both key stages. Pupils in Key Stage 1 have very good attitudes to reading. They talk about their favourite books and can name some favourite authors. They learn to handle the correct grammatical names for letter sounds with confidence and enjoy counting the sounds in words. By the end of Key Stage 1, pupils remain interested in books and keen to read. They read carefully and usually accurately when reading from texts that are matched to their ability. Their reading is monitored closely in group reading sessions. The school receives good support from parents in that pupils are heard to read on a regular basis at home and the home-link books are used effectively to record how pupils cope with their reading. Higher attaining pupils are particularly good at reading with fluency and expression. They can discuss their favourite authors and understand the difference between fiction and non-fiction. However, their ability to predict what might happen next in their stories and relate to the characters is less well developed. Most pupils continue to make satisfactory progress in Key Stage 2 and demonstrate good attitudes to reading. Although most pupils know how to locate information in the school library, their ability to use skills independently for research remain underdeveloped and some pupils prefer to read books from home where they feel they have a better choice.
68. Evidence from this inspection indicates that the majority of pupils are on target to exceed national expectations by the end of Key Stage 1 in writing. However, this standard is not maintained in Key Stage 2. The school has introduced a new style for handwriting this year and this is already proving to be successful in raising standards of presentation. Pupils in Year 1 begin the process well by learning how to begin to

join their letters and pupils in Year 2 quickly develop a style that is fully joined. Pupils in Key Stage 1 enjoy the opportunities to develop as real writers. They enjoy writing nonsense poems that demonstrate an understanding of rhyme. Pupils in Year 1 learn to understand the need for form and structure in their writing by using story plans to develop character, settings and events. Pupils in Year 2 classes learn the importance of clarity when writing a set of instructions for making a marmite sandwich. They demonstrate an ability to use correct punctuation and are becoming confident and independent learners. They demonstrate a good understanding of letter sounds and are able to use this to good effect in their spelling. Those few pupils with special educational needs and those with English as an additional language are able to succeed using alternative methods of recording such as dictaphones and drawings.

69. The majority of pupils in Key Stage 2 do not have a secure knowledge of the spelling of key words or an approach to building words that gives them confidence to experiment with written language. There is evidence of high standards in writing. For example the poetry produced by pupils in Year 6 linked their study of the work of Dickens and "families in poverty" to an appreciation of the plight of present day homeless people and demonstrated an ability to use language powerfully to appreciate the feelings of others. Pupils have experience of writing for a range of purposes across the key stage, for example writing their own non-fiction books and demonstrate good skills in using computers to word process and illustrate book jackets. Some effective curriculum links were made with history in a Year 3 class where pupils had been studying the "Diary Of Anne Frank" and had the experience of finding a camouflaged secret annexe in their own classroom. However, the pupils' skills in becoming real authors have not been developed systematically across the key stage. The standard of writing at the end of Key Stage 2 is satisfactory.
70. An overall strength in the subject is the quality of teaching which is now very good in both key stages. All teaching was judged to be at least satisfactory and in almost three-quarters of lessons observed it was found to be good or better. This is a significant improvement on the findings of the previous inspection. There are particular strengths in teachers' planning which is detailed and takes good account of the different ability of groups of pupils. All teachers take time to make the focus for the lesson clear. This is particularly effective when it is used at the end of lessons for pupils to reflect on their learning and judge whether it has been successful. In Key Stage 1 the teachers' very good subject knowledge particularly in the teaching of the basic skills of phonic awareness, spelling and handwriting is having a significant impact on pupils' learning. All pupils are encouraged to assess their own learning by having individual target books. In Year 6 pupils are involved in target setting with records signed by both pupils and parents. Opportunities to involve pupils fully in self-assessment and in peer assessment could now be usefully extended across the whole school. Where this is linked to collaboration between pupils as in a Year 5 lesson which used mixed ability grouping, it is a very effective means of encouraging pupils to reflect on their learning.
71. Teachers manage their pupils very well in all lessons and as a result, pupils remain on task, sustain interest in their work and achieve well. Teachers have high expectations of pupils and use teaching assistants very effectively so that pupils are well supported, concentrate and make good gains in understanding. Teaching is very good in Key Stage 2 when all teachers have the confidence to move away from published schemes. Although teachers are employing good strategies to encourage the learning of spellings and are encouraging pupils to draft their work, its impact on pupils learning across the key stage is not yet consistent. The use of homework to

consolidate learning is inconsistent. The use of assessment information to guide planning is good at Key Stage 1 and satisfactory at Key Stage 2. All teachers do not yet use marking and feedback consistently. Therefore, pupils' awareness of what they have done well and what they need to do to improve is underdeveloped and progress in learning is not as good as it could be. This, coupled with the few instances where teachers fail to give sufficient time for pupils' contributions, results in learning that is passive.

72. Leadership and management of the subject are satisfactory. Monitoring of performance by analysis of pupils' work is in place, but would benefit from more regular work sampling and marking against National Curriculum criteria. The school does use the assessment criteria developed by the local education authority. However, further development of the subject would benefit from more focused monitoring of the quality of teaching and learning, leading to written reports and targets for further improvement. The co-ordinator does produce an annual report and development plan, but this should be more closely linked to targets to raise overall standards in the subject.
73. The quality and range of resources for the teaching of English and literacy are satisfactory in Key Stage 1. All classes have a class library, role-play and listening area. The school has made a sound investment in texts to support guided and shared reading. Resources in Key Stage 2 are satisfactory, but would benefit from further enhancement to improve the ratio of books to pupils. While the new library is an attractive resource, it is not used sufficiently either in or out of lesson time to promote independent research and study skills.
74. Overall there has been satisfactory improvement in English since the last inspection and standards have been maintained although not improved. The National Literacy Strategy is now in place and is clearly having an impact in Key Stage 1. Its impact in Key Stage 2 is less evident. The school has already identified the need to improve standards in writing at Key Stage 2. It has set challenging targets for improvement. As the National Literacy Strategy has become established, the school is now well placed to build in opportunities for speaking and listening in a planned way and develop a scheme of work tailored to meet its individual needs.

MATHEMATICS

75. The pupils in Year 6 achieve standards in line with national expectations. This judgement matches the findings of the 1999 national test results, which were not significantly different from national averages or when compared to similar schools. In Year 2 pupils also achieve standards in line with national expectations. 1999 test results are not significantly different from national averages or those of similar schools. Pupils with special educational needs achieve standards in line with their ability and are given good support within the mathematics lesson.
76. The school has maintained standards since the last inspection when it was judged to be achieving test results better than the national average. However, the school adopted the National Numeracy Strategy in September 1999 and has made significant changes to the way in which mathematics is taught. The effect of this has yet to impact on end of key stage test results.
77. In Key Stage 1, pupils in Year 2 are beginning to grasp the concept of inverse operations and use this knowledge to solve problems such as $35 - ? = 23$. They are

introduced to a range of mental strategies and the more able can add or subtract 9 or 11 by counting forward or back in tens and adjusting. Most Year 1 pupils can write number sentences and are learning doubles for numbers to ten. They know the names of regular two-dimensional shapes and are able to measure and compare lengths using non-standard units such as multi-link cubes.

78. During the week of the inspection pupils in Key Stage 2 were observed working on shape and data handling topics. There was very little opportunity to observe the teaching of number, but evidence from pupils books and folders, plus teachers' medium term plans shows that the mathematics curriculum is broad, balanced and based on the recommendations of the national strategy.
79. In Key Stage 2 almost all Year 6 pupils can multiply by a two-digit number, using the grid method, and average and above average pupils can use a range of methods to find the answer to a division problem. They can find simple percentages of a three-digit number and explain ways to find equivalent fractions. Year 3 pupils learn to add and subtract numbers with two decimal places in the context of money and Year 5 pupils can demonstrate their ability to use doubling to find the answer to multiplication questions, for example 'If I know 7×6 , I can find 7×12 by doubling'.
80. Observation of lessons and scrutiny of work in both key stages showed very little evidence of opportunities to make connections between various aspects of mathematics by solving problems or carrying out investigations, where they would need to make decisions, check results and present their findings. The lack of opportunity for using and applying mathematics within the mathematics lesson is acknowledged by the school and following the successful implementation of the three-part lesson, it intends to address this issue during the current academic year. More opportunities for open-ended investigations would offer suitable challenges and extension work for above average pupils.
81. During the last inspection the quality of teaching ranged from unsatisfactory to very good. During this inspection the quality of teaching at both key stages was at least satisfactory in all lessons observed. In Key Stage 1, 60 per cent of lessons were good or better and in Key Stage 2, 45 per cent of lessons were good or better. In all lessons the quality of teachers' lesson plans was good and well linked to clear medium-term plans based on recommendations from the National Numeracy Strategy. All teachers are delivering a three-part daily mathematics lesson, beginning with an oral and mental starter, moving on to a main teaching objective and ending with a plenary session. All teachers make the objectives of the lesson clear to pupils and in all the lessons observed there was an element of whole-class, interactive teaching before setting tasks for the pupils to work on independently. Teachers make good use of support staff, generally to support below average achievers and work is usually differentiated for this group.
82. Where teaching was graded as very good, teachers used a range of strategies to enable all pupils to respond in the oral and mental starter. Pace was appropriate and good use was made of resources such as a large 100 square and counting stick. In the main part of the lesson, resources were well prepared and teacher's expectations were high in terms of achievement and behaviour. The teachers' plans made clear what the support staff would do and which groups would have focussed support from the teacher. Classroom organisation ensured that all pupils were attentive when the teacher was explaining or demonstrating and there was good use of questioning to assess pupils' understanding. Teachers' own subject knowledge was secure so that they had confidence in dealing with unexpected questions, for example a Year 3 pupil wanted to know what a twelve-sided shape was called and the teacher helped her to

find dodecagon in the dictionary. Final plenaries were used to assess pupils' understanding and to underline the main points of the lesson.

83. Where a lesson was just satisfactory, oral and mental work were very brief and the teacher did not employ strategies or resources which would give all pupils opportunities to respond. In the main part of the lesson, objectives were shared with pupils and tasks were differentiated, but teacher's expectations were not so high and tasks were not always appropriate. This was due to an over-reliance on text books rather than reference to previous experience and the national strategy documents to gauge appropriate levels of difficulty.
84. Behaviour was good throughout the school, with pupils being positive about mathematics and eager to respond to teachers' questions. Pupils work independently and co-operatively with minimal teacher intervention.
85. The school has agreed systems for assessment linked to teachers' plans and individual pupil records linked to key objectives, but this initiative is recent and implementation is not yet consistent across the whole school. Analysis of annual summative tests, including end of key stage tests is very good and will be useful in informing future planning and identifying areas for development in the mathematics action plan. Teachers' plans are monitored regularly, but as yet there is no monitoring of teaching by the subject co-ordinator.
86. The mathematics co-ordinator took over the role last year. She has good subject knowledge and is well placed to lead the school forward in terms of subject content, strategies, planning and assessment. She has good support from the local authority adviser and is currently making good use of the National Numeracy Strategy consultant to support teaching and planning in some classes. The co-ordinator has ensured that all classes are resourced adequately to deliver the strategy.
87. Pupils have opportunities to use the mathematics which they have been taught in other subjects. For example they produce graphs in geography and science, locate positions on a map using co-ordinates and have experience of data handling in information and communication technology. In design and technology pupils used their knowledge of nets for three-dimensional shapes to help them design a shelter. As teachers become more confident with the numeracy strategy there should be more opportunities to enhance learning through cross-curricular links.

SCIENCE

88. In 1999, the last year for which national figures were available for comparison, according to their teachers' assessments, 87 per cent of pupils reached the expected standard by the end of Key Stage 1. This is exactly in line with the national average. However, a third of pupils reached standards that are above the expected standard which is well above the national average. This is an improvement since the last inspection.
89. Pupils in Key Stage 1 can carry out simple investigations successfully and make sensible observations. They know about and can discuss, the fact that animals including humans need food to grow. They are aware of the need to eat a balanced

diet and to take exercise to remain healthy. They can name the main body parts of the human body and the five senses and how the senses are used

90. At the end of Key Stage 2 the 1999 National Curriculum tests indicated that the percentage of pupils achieving the expected level by the end of the key stage was above the national average and above the average achieved by similar schools. There is an indication, supported by inspection evidence, that the cohort for 2000 exceeded the previous year's performance with nearly all pupils achieving the expected level 4 and nearly half achieving the higher level 5.
91. At the end of Key Stage 2 pupils can construct circuits using a power supply and switches to make a bulb light. They understand that by putting more bulbs in a series circuit makes them dimmer. They know that objects are pulled downwards because of the gravitational attraction between them and the earth, can measure forces using Newtons and say in which direction the forces act. They can explain that sounds are made when objects vibrate and how to change the pitch, for example by filling a resonating bottle with more water.
92. Pupils can complete investigations, decide whether a test is fair and draw conclusions. However, in the majority of classes they are asked to do the same experiments in exactly the same way. This limits the opportunities for pupils to plan and try out their own ideas or to discuss why some experiments work and others might not. The last inspection reported that expectations of the higher attaining pupils could be raised by giving pupils more opportunities to design their own investigations. The situation still applies. They record their work in the same way, which limits their ability to use their own measurements and data to draw their own conclusions.
93. Pupils make appropriate use of basic skills from other subjects when drawing graphs or interpreting measurements and data. Science makes a contribution to pupil's literacy as they add scientific terms to their vocabulary, for example to describe rocks as porous or permeable. Pupils use computers to record their findings in Key Stage 1 and construct simple charts, for example on the different eye colours of the class. Little use is made of the tools of information and communication technology to support science in Key Stage 2.
94. Pupil's attitudes to science are good. They are interested in their work and use and handle equipment safely. They are able to concentrate and persevere with tasks, work effectively in groups and co-operate well when carrying out an investigation. Their behaviour is good.
95. The quality of teaching in science is satisfactory or better in all lessons. The teaching in Key Stage 1 is good and is satisfactory in Key Stage 2. The schemes of work provide good support for teachers to plan lessons. All lessons are well planned using the scheme of work the school has recently revised. Lessons are well resourced. In all lessons the teachers give clear introductions and make clear the scientific principles that they want their pupils to learn from each lesson. Although teaching is satisfactory, it nevertheless has some weaker features. In some classes, mainly in Key Stage 2, all pupils are set the same task regardless of ability and miss the opportunity to develop their own investigation skills. No examples of homework used to consolidate their scientific understanding were observed.
96. Sufficient time is given to science across the school with the exception of Year 3. In this year science is not taught in weekly lessons as it is in all other years, but as part

of a topic. This means that there is insufficient time allocated to the subject and without a regular lesson, lacks the required breadth of study.

97. An effective policy is in place and the subject is led satisfactorily by the newly appointed co-ordinator. The co-ordinator is improving the provision of resources across the school. The science teaching in the school is not monitored by the co-ordinator and this would provide the opportunity to help teachers improve their teaching and broaden the opportunities for pupils to plan their own investigations and make more use of information communication technology in their lessons.

ART AND DESIGN

98. The quality of the work observed in lessons, together with a scrutiny of the teachers' planning, pupils' sketch books, the portfolio of art throughout the school and the examples of completed artwork on display in classrooms and corridors indicate that all pupils, including those with special needs, make good progress in art and design. They achieve higher standards than those expected for pupils of similar age, which is an improvement since the last inspection.
99. The quality of teaching is good, characterised by the quality of the teachers' planning and a good subject knowledge. They have the same high expectation of standards which is seen in the other subjects and pupils respond by sustaining concentration on their tasks. Art and design is taught in its own right and is used to enhance the work in other subjects, for example in the Year 1 work on eye colour as part of their science topic or Year 3 studies of World War II in history.
100. Although there are opportunities for pupils to explore a range of creative techniques and activities, including large-scale three-dimensional work, the main focus of work taught during the inspection was on drawing and painting. The whole-school focus on sketching and observational drawing has produced a good progression of skills and technique. Where classes considered the style and techniques of the major European artists, their own work demonstrated originality whilst exploring the favoured media of the artist. Examples of the art forms of other cultures were limited.
101. Art and design is well organised. There is a policy and an effective programme setting out the development of the skills and processes involved in the art curriculum to support the non-specialist teacher. Resources are adequate to support a wide range of media and techniques. They are well chosen and are of good quality. Procedures for assessment are limited and pupils are not always made aware of how well they have done and what they need to do to improve. Examples of the paintings and other work of pupils are celebrated in frames in the corridors alongside the work of more established artists. They are a very positive contribution to the welcoming atmosphere and overall ethos of the school.

DESIGN AND TECHNOLOGY

102. Standards in design and technology are in line with those for pupils of the same age. Pupils follow a clear and well thought-out scheme of work, which ensures good progress in skills and understanding. All the work involves creating a design, planning and making and evaluating the finished product.
103. Pupils in Key Stage 1 select fruit and vegetables from a range and record their choices. They make their fruit or vegetable salad, taste it and evaluate the results,

explaining any changes they made. They also work with fabric, construction, found materials and make mechanisms. They enjoy their work and co-operate well together, sharing the tasks out fairly. The labelled diagrams and finishing techniques are of a high standard.

104. In Key Stage 2 pupils take boxes apart to see how they are constructed, record what they have learnt and use this knowledge to design new containers. They make moving toys with different types of cam and design and make shelters, which they build as models before making the final product. Teachers plan work effectively to give a range of experiences and develop skills in a consistent and safe way. Where teaching is good, the teacher clearly describes the tasks so that pupils understand what they have to do. The quality of designs has improved since the last inspection, but there is still the need for higher expectations for the more able pupils.
105. Links with other subjects are a strength in design and technology. Good poetry about shelters, showing sensitivity, was displayed in English and pupils used their information technology skills to present their research on shelters. The application of mathematics skills was not as successful in making scale models or using knowledge of nets to cover their shelters.
106. All pupils collaborate and work very well together showing respect for each other's ideas and enjoyment of the making process. Pupils behave responsibly, use tools safely and are keen to discuss modifications to their work. Pupils with special educational needs work in mixed ability groups and are able to take part alongside their peers.
107. Teachers are well supported and the co-ordinator, a design specialist, has many ideas to develop the subject to higher standards. Equipment and resources are sufficient to deliver all aspects of the subject. The introduction of national assessment guidelines will help to increase the amount of challenge by differentiating the tasks.

GEOGRAPHY

108. It was only possible to see geography in two year groups during the week of the inspection because the subject is organised into blocked units of work. Therefore, judgements are based on limited classroom observation supported by scrutiny of pupils' work and discussion with the co-ordinator and headteacher.
109. Attainment at the end of Key Stage 1 is above average. Pupils can locate their home town on a simple map or plan and compare and contrast their home town with a coastal resort and/or a locality in another country, listing human and physical features. Pupils' attainment at the end of Key Stage 2 is in line with expectations for their age. They are able to locate places on a map, using grid references and symbols and talk about the effects that man can have on the environment, for example, the Aswan Dam in Egypt. They describe physical features using correct terms, such as 'meandering' and use Ordnance Survey maps during local studies and field trips.
110. Since the last inspection the school has adopted the Qualifications and Curriculum Authority's advisory policy and plans for geography and has changed the timetable to allow for blocked units of work for geography and history. As well as these blocked units there are some ongoing units of geography, such as the travels

of Barnaby Bear, which continue throughout Key Stage 1. The school makes use of the recommended assessment procedures. This helps to ensure whole class progression from one year to the next. There is good evidence of whole school progression in mapping skills. The school portfolio shows development from topological and imaginary maps and simple plans of the classroom in Key Stage 1 through to maps of Europe naming major countries and cities in Key Stage 2.

111. The quality of teaching observed was excellent in Key Stage 1 and at least satisfactory in Key Stage 2. Key Stage 1 teachers took great trouble to organise and present resources in order to stimulate interest in other places and they helped pupils to compare and contrast these places with their own locality. In Key Stage 2 pupils were following up a visit from an environmental officer and they brainstormed ways in which they could improve the environment. They were shown an impressive range of objects made from recycled materials and encouraged to design posters to get important messages across to the public.
112. Teachers manage pupils' behaviour well. The pupils are enthusiastic. They listen carefully and approach tasks in a confident, positive manner. They co-operate with each other well, but in Key Stage 2 they would benefit from more opportunities to work collaboratively in pairs or small groups. Scrutiny of pupils' written work and other recording in Key Stage 2 shows that it is not always well presented.
113. The subject is enhanced by a range of visits and/or field trips in each year group and there are cross-curricular links with history, literacy, mathematics and other subjects, giving pupils opportunities to make links between foundation subjects and opportunities to use and apply literacy and numeracy skills. For example, pupils wrote poems inspired by a trip to Seven Sisters Country Park and they regularly produce graphs to show findings.
114. Geography is adequately resourced and recently has been allocated more funding as it is a 'focus' subject for review during this academic year. The co-ordinator is newly qualified, but she will be supported in evaluating the geography policy and scheme of work by the headteacher and one other member of staff. The subject has moved forward since the last inspection and is delivering an appropriately balanced curriculum for geography in line with the expectations of Curriculum 2000.

HISTORY

115. At the end of Key Stage 1 attainment is above expectations and at Key Stage 2 is in line with standards expected of 11 year olds. In Year 2 pupils know how the Great Fire of London broke out, why it spread so quickly and how it helped eliminate the plague. They are able to use appropriate historical skills and apply knowledge across the attainment targets. Chronological understanding is developed using a time line as is historical interpretation through work on an eye witness account. At Key Stage 2 their ability to use historical skills across the attainment targets is limited although the knowledge and understanding of events, people and change in the past is being developed. The pupils know why evacuation took place in World War II and what was involved for children at that time.
116. Pupils with special educational needs make sound progress although there is no apparent differentiation for pupils with low or high ability needs. There is no evidence of history featuring in planned homework activities. Teachers now plan for

assessment opportunities in their medium term plans, which is an improvement since the last inspection.

117. The school's newly revised long-term plan for history, based on the Qualifications and Curriculum Authority's schemes of work, ensures the minimum coverage required. Pupils in Year 6 do not experience history for a whole year after studying it in Year 5. Their studies based on a field trip to the Isle of Wight, give insufficient coverage of the subject in its own right. The school is reviewing this practice.
118. The quality of teaching and learning in Key Stage 1 is very good. In Year 1 pupils use artefacts to explore the differences between homes now and in the past. Later in the key stage resources are used skilfully to match the needs of pupils, such as the use of a page of Pepys' diary in a poster form. The teachers' use of questioning techniques and practical examples, by using an eyewitness statement, enable the children to further their learning.
119. The quality of teaching and learning in Key Stage 2 is at least satisfactory. Good teaching is evident when pupils experience role-play when they are evacuated to another classroom after a radio broadcast informs them that Haywards Heath is to be bombed. Pupils are given the opportunity to read about children in World War II through class novels, which successfully creates links between history and literacy. In the satisfactory teaching, children use worksheets to record information such as naming the buildings in a Greek city. Their historical skills are underdeveloped and some pupils are not challenged sufficiently.
120. In both key stages well-developed historical displays enhance the quality of learning. Artefacts and books are used although the school is aware that further resources are required to ensure an enriched history curriculum. History has a subject focus for development this year and there is a well-organised action plan. The co-ordinator has yet to receive training, but is being supported by the deputy headteacher and a working party. History has not yet been monitored as a subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. The standard of pupils' work has improved significantly since the last inspection because information and communication technology is now taught regularly and the development of basic skills is good. At the end of Key Stage 2 however, standards in some aspects of the subject are below the national expectation because the older pupils have not had the opportunity to practice and develop their skills and knowledge with the appropriate software until recently. This shortcoming is being addressed.
122. At the end of Key Stage 1 standards are above the national average and progress is good. Pupils can work independently to collect data to make a graph, print it out and explain what it shows. They can program a robotic toy to move backwards, forwards and make right angle turns and repeat these instructions. For example, a quarter turn is repeated to draw a circle. Other work shows confident use of specific tools in a drawing program to create a backdrop for a puppet show and correct formatting of text to create a play dialogue.

123. A key feature of pupils' work in Key Stage 1 is their ability to self-correct. Whole class teaching of information and communication technology followed by work in pairs is very effective in helping them to learn. When programming the robot, they listen for a change of tone when a command is programmed wrongly and know to start again.
124. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. A very significant element in the quality of teaching and support is the contribution which is made by teaching assistants. Pupils' work is well planned and supported with good quality printed materials and prepared files. These help them to make progress, work independently and manage their own learning. Pupils with special educational needs are well supported and have the same opportunities to use computers as their peers. There are few planned opportunities to evaluate finished work to see if it is appropriate for its intended audience and check the accuracy of data used for graphs. As a result, the more able pupils, who already have the basic skills, are not challenged and do not make the progress they should.
125. Information and communication technology is increasingly used to support learning in other subjects. In Key Stage 1, graphs are drawn to show eye colour and parts of a flower are labelled in science, instructions for the robot are used to support literacy and tape recorders use for speaking and listening. In Key Stage 2 the emphasis on systematic teaching of skills has ensured that pupils can change font size, style and colour, spellcheck their work and add a variety of graphics to their work. They can produce and interpret simple graphs, use a desktop publishing package to present design and technology research on shelters and use the Internet to find information for geography and English.
126. Attitudes to information and communication technology are positive. Pupils are keen to learn, take pride in their work and support each other. Links with the local secondary school enrich the computing experiences for some pupils, enabling them to create a multimedia presentation to show to parents. Information and communication technology is used to develop literacy and numeracy for some pupils, but more opportunities need to be planned to improve learning for all pupils.
127. The school has made a good improvement in the provision of modern computers since the last inspection and now has an annual budget for the subject. Strong leadership in the school recognises the need to prioritise projects and there are plans to provide an information and communication technology suite using National Grid for Learning funding. This will increase the potential amount of time for pupils to use computers and the Internet. Good subject knowledge will help the co-ordinator to support and train staff to increase the range of experiences and challenge in Key Stage 2 lessons.

MUSIC

128. The overall standard of music across the school is good. It is particularly strong in the Foundation Stage and Key Stage 1. Singing is good throughout the school, because of the quality of the teaching and the wide range of opportunities which are provided to learn, refine and perform songs. Pupils develop an understanding of rhythm through clapping exercises and the use of percussion instruments. Musical terminology is introduced at appropriate times and pupils are genuinely interested in the technical aspects of the subject. There are good links with other subjects, particularly science

129. The overall quality of teaching in music is good. Teachers have good levels of technical competence, plan lessons well, have high expectations of what pupils can do and are prepared to take acceptable risks. Because of the good relationships that have been established, they ensure that behaviour in music is good, particularly when instruments are being used. The music curriculum is extended by opportunities for pupils to learn to play a range of instruments and staff continue to give their time to run extra-curricular sessions for flute, guitar and recorder groups. Peripatetic specialist music teachers provide tuition in clarinet, drums, flute and violin. The high quality of music described in the last inspection report has been maintained.
130. Pupils enjoy learning about and making music. They are eager to respond to questions, treat their instruments with respect and are able to demonstrate a high level of co-operation during paired and group activities. They have opportunities to listen to music from a range of cultures, including their own, and have opportunities to reflect on the mood of music as they enter and leave assemblies. Pupils with special needs are fully integrated into musical activities and respond well. Where appropriate, they are encouraged by their learning support assistants.
131. Music is well managed across both key stages. The co-ordinator has a good knowledge and understanding of music and provides very able support for his colleagues. There is no formal procedure for assessment and as a result it is not clear how well pupils have done and what they need to do to improve further. Resources for music, including instruments and recording equipment, are satisfactory. Music is taken into the community by performing to a variety of audiences.

PHYSICAL EDUCATION

132. Pupils by the end of both key stages are achieving standards which are above expectation for their ages. This represents an improvement since the last inspection. Standards have been maintained at the end of Key Stage 2 and have improved at the end of Key Stage 1 from about average to above average. The school is able to deliver all the requirements of the National Curriculum and offers swimming as part of the programme for pupils at Key Stage 2.
133. From an early age pupils are taught to work safely and co-operatively. This means that they are able to use small apparatus showing good levels of confidence. They are aware of space and use it well in lessons.
134. In Key Stage 1, pupils recognise the importance of warming up and cooling down after exercise. They take part in the activities enthusiastically and make good progress. They are good at performing basic skills and actions in gymnastics. They can balance, take off and land, turn and roll. They are able to perform short sequences to link these actions and move in different directions and vary the speed. They observe their partners and other members of the class perform, and can suggest ways in which improvements can be made. This helps them to improve their performance.
135. In Key Stage 2 good progress continues and their sequences in gymnastics are more fluent using the floor and apparatus. In games lessons they are able to play small-sided games and have a good understanding of attacking and defending. They are able to work well with others and understand the need to use team members through passing a ball and moving to gain an advantage. They are able to vary the pace and

style of passes and throw and receive a ball in a basket ball lesson. They are very enthusiastic and able to sustain a high work rate throughout lessons.

136. Teaching is good overall with some very good teaching in both key stages and excellent teaching at the end of Key Stage 2. The main strength of the teaching is a good knowledge and understanding of the subject which enables the teachers to plan effective lessons. They have high expectations of behaviour and performance, manage pupils very well and match activities to the pupils' needs. Teachers explain clearly what they want pupils to do, help them to reflect on what they have learned and discuss what they can do to improve their performance. Teachers use time particularly well. The pupils change quickly, move to and from the hall in an orderly fashion and are ready to work.
137. Pupils learn well and make good progress because of the consistently good teaching. They work hard in lessons and really try hard to improve their skills and level of performance. Their behaviour is very good. Boys and girls perform equally well and this subject makes a contribution to the school's aim for equal opportunity for all. Pupils of all abilities participate, make good progress and derive a real sense of achievement. There is a good range of extra-curricular activities for pupils with a special interest and aptitude. This includes football, cricket and netball. There are opportunities for competition with other local schools.
138. The subject co-ordinator has good knowledge and leads the subject well. There is an action plan for physical education, which has identified the need for replacing old equipment in order to improve standards further. The range of resources for games lessons has been improved and there are plans to purchase new apparatus for gymnastics.