

INSPECTION REPORT

WISBOROUGH GREEN PRIMARY SCHOOL

Wisborough Green, West Sussex

LEA area: West Sussex

Unique reference number: 125860

Headteacher: Yvonne Holmes

Reporting inspector: David Marshall
27681

Dates of inspection: 31st October - 2nd November 2000

Inspection number: 225133

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Newpound Lane Wisborough Green West Sussex
Postcode:	RH14 0EE
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Appropriate authority:	Governing Body
Name of chair of governors:	Denby Rowland
Date of previous inspection:	12 th – 15 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Marshall 27681	Registered inspector	Mathematics Physical Education Information and Communication Technology Religious Education Special Educational Needs	Achievements How well are the pupils taught? How well is the school led and managed?
Ernest Marshall 14141	Lay inspector		Partnership with Parents Pupils' attitudes, values and personal development Attendance Support, guidance and pupils' welfare
Judy Morris 13754	Team inspector	Science Art and Design Design and technology Under-fives	Efficiency Staffing, accommodation and learning resources
Mike Roussel 22157	Team inspector	English Music History Geography Equal Opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils? Assessment

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wisborough Green is a smaller than average, rural, primary school with 108 pupils on roll. The school was brought together on one site in 1996. The catchment area has changed lately as more children come to the school from outside the village. There is a village community playgroup on the site and most children stay there until they are "rising fives", that is they start school at the beginning of the term in which they are five. This means that, at the time of the inspection, there were only four children in the reception class. The projected number for the whole school for the summer term of 2001 is 116. There are five classes in the school - four of which have mixed age ranges. There are no pupils with English as an additional language. Two pupils are eligible for free school meals. Attainment on entry is average overall. There are five pupils on the special needs register - all at Key Stages 1 and 2. Over 60 per cent of children in the village live in high social class households, which is well above the national average.

HOW GOOD THE SCHOOL IS

The school is very effective. The quality of teaching is good overall. There are a considerable number of examples of very good or even better lessons whilst the proportion of unsatisfactory lessons is very low indeed. Annual test results show pupils at the end of Key Stage 2 achieving above the national average in English and mathematics and well above average in science when compared with pupils in similar schools. Both those pupils with special educational needs and with high attainment are taught well with appropriately challenging activities. The leadership and management provided by the headteacher and subject co-ordinators are very good, and give a continued drive to improving the work and standards of the school. The headteacher, governors and all staff work together very well and have created a very positive ethos in the school that now provides good value for money.

What the school does well

- Standards are high throughout the school and pupils do well in national tests by the time they leave.
- The quality of teaching is good overall, with 20 per cent of lessons being very good or better.
- The quality and range of learning opportunities, including the extra-curricular activities, are good.
- The leadership and management provided by the headteacher and key staff are very good.
- The governing body is very well involved and makes a very good contribution to the effectiveness of the school.
- Pupils' behaviour and personal development are very good. They are polite and courteous and are very enthusiastic. They co-operate very well, think of others, and develop very good relationships with others.
- Staff accurately assess pupils' achievement and use the information very effectively to make sure of the best progress.
- The school's relationships with parents are very good.
- The support staff, caretaker and secretary make important contributions to the effectiveness of the school.

What could be improved

- The use of day-to-day assessment in aspects of investigative science and the application and use of mathematics is not enabling pupils to make maximum progress.
- There are statutory requirements in the procedures for Risk Assessment and other health and safety aspects that are failing to be addressed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the last inspection in January 1998 the school was judged to have serious weaknesses in many areas. Since that time standards have risen considerably through the hard work of the headteacher and all staff. The professional leadership and management of the school have shown great improvement. The direction the school is taking is now clear and the school's long-term financial planning is good. All staff now have clear responsibilities and, therefore, planning and support are effective for all pupils and subjects. Monitoring and evaluation of teaching is now effective as almost all teaching is now at least good. Assessment of pupils' performance is rigorous and long-term. This has led to greater progress as all lessons now offer all pupils appropriate challenges. All subjects have policies and schemes of work that fulfil the requirements of the curriculum framework established after the last inspection. Involvement of parents in school life and the quality

of information that they receive from school is now good. Overall, the school's improvement since the last inspection has been very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	B
mathematics	A	C	A	B
science	A*	C	A	A

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

The results above, from 2000, are the school's latest and represent a typical picture of pupils' overall levels of achievement. In a small school the size of the year's cohort is important as one additional pupil represents a significant difference in the overall percentage which is the reason for the variations in 1999. The year 2000 test results show an improvement with pupils at the end of Key Stage 2 achieving above the national average in English and mathematics and well above in science when compared with pupils in similar schools. In comparison with all schools nationally the results are well above average in all three subjects. The school has made good progress over the last three years since the time of their last inspection in 1998, and the trend has been one of steady improvement in all subjects. Pupils' work seen during the inspection reflects the above picture of improvement. This greater success results in part from the school's positive responses to the National Literacy and Numeracy Strategies, and also the careful use of assessment in these core subjects. Teachers match tasks more closely to pupils' learning needs and this has improved the progress they make. Pupils reach levels of achievement in art and music in both key stages and in information and communication technology and history by the end of Key Stage 2, that are above those expected nationally. In religious education, and all other subjects of the primary curriculum, pupils reach expected levels of achievement for pupils of their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and their work. They are enthusiastic and enjoy coming to school. They take an increasing responsibility for their own learning as they go through the school.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. There is no sign of bullying or oppressive conduct. Pupils are aware of the effect of their actions on others.
Personal development and relationships	Very good. Pupils form very good relationships with their teachers, other adults and with each other. This makes a significant contribution to the school's positive ethos.
Attendance	Very good. Attendance is well above the national average and there is no unauthorised absence.

The personal, social and emotional development of all pupils is very good. The relationships they form are very good and the way they work together so well makes a significant contribution to their overall learning. Pupils' very good attendance and punctuality have a positive impact on their attainment and progress and ensure that they gain the maximum value from the time available.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. Teaching was good or better in almost 75 per cent of the 35 lessons seen and, in 20 per cent, lessons were very good. Only three per cent were judged to be unsatisfactory. Where teaching is good, teachers plan well, support all pupils with great care, and often teach with a sense of fun and excitement that helps pupils to enjoy their lessons. This good teaching is characterised by good planning that guarantees that pupils receive the same opportunities regardless of which class they are in. Teachers' knowledge and understanding of the curriculum are good throughout the school. This enables them to teach the essential basic skills of literacy and numeracy well to all pupils. Teachers have appropriate expectations of pupils, and class discussions are usually lively and challenging with all pupils encouraged to take part. A wide variety of teaching methods are employed to make lessons interesting. Teachers manage pupils well and lessons are consistently of a good pace. The quality of day-to-day assessment varies slightly, but generally enables resources and time to be used effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good. The literacy and numeracy strategies are effective.
Provision for pupils with special educational needs	Good overall. Pupils are well known to all staff and well supported throughout the school. Their progress is tracked very regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' personal, social and health education is good. The provision for pupils' spiritual, moral, social and cultural development is also good.
How well the school cares for its pupils	Procedures for child protection are good. There are aspects of the school's provision for the pupils' welfare that do not meet statutory requirements. There are good procedures to improve pupils' behaviour and attendance. Procedures for assessing pupils' attainment and progress are good.

The school works well in partnership with parents. The quality of information provided by the school about the pupils' progress is good. Parents are sent frequent newsletters and are provided with details of the curriculum so they can help their children at home if they wish. Parents are involved in fund-raising activities and extra-curricular activities and this provides good support to the school in its work. The curriculum provided by the school is good. All subjects have a policy and a scheme of work that underpins pupils' progress. All areas of the curriculum meet statutory requirements. This is a caring school. The way that all adults look after pupils and assess their work so thoroughly in the long term in order to meet their needs is effective. The range of extra-curricular activities provided by the school is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and gives a very clear direction to the work of the school. Other staff, as co-ordinators, work closely with the head to develop the curriculum and improve pupils' standards.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They visit regularly and understand the needs of the school well.
The school's evaluation of its performance	Good overall. The school takes appropriate action to evaluate its provision. They have addressed the priorities and areas for development since the last inspection very well.
The strategic use of resources	Good overall. Financial planning is carefully linked to the need to raise standards. Best value is sought in most purchases.

There are sufficient teachers to meet all requirements of the National Curriculum. They are deployed well and cover the requirements of the National Curriculum very well. Resources for learning are good overall and used well to enable all pupils to make progress. The accommodation of the school is good and, before the current flood damage, was sufficient to deliver all aspects of the National Curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school and behaviour is good. • The teaching is good. • The head and teachers are welcoming and approachable. • Their children make good progress. • The school is much better now than when it was last inspected. 	<ul style="list-style-type: none"> • The amount and use of homework. • The range of extra-curricular activities.

The evidence from the inspection confirms the overall positive views of the parents. There has been very considerable improvement since the last inspection. The inspection team does not agree with some parents about the homework their children are given. The tasks given as homework are linked with the work being covered in lessons, parents are well informed so they can help, and pupils' progress is enhanced as a result. The quality and number of extra-curricular activities are good, particularly considering the size of the school, and again make a significant contribution to pupils' overall development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children are first admitted, early assessments show that they begin school with under-developed basic skills in all areas of the Foundation Stage curriculum, but with a minority of children reaching average attainment. Children make sound progress and by the time they are ready to start in Year 1, the majority are on course to attain the Early Learning Goals, as expected for their age. They make sound progress in the reception class as a result of sound teaching and good planning. When they leave this class, at the end of Year 1, they achieve the levels expected for their age. Children with special educational needs are identified early and provided with effective support from the school and other agencies and make sound progress.
2. Good progress in English has been made since the last inspection, largely because there is a consistency of good teaching across the school. Standards in speaking and listening, reading, and writing are now above national expectations in both key stages. The effective analysis of the results of National Curriculum tests and other school assessment has led to the setting of targets, especially for higher levels of attainment. This target setting has had an effect on the results of the 2000 National Curriculum tests, where there is a significant rise in the numbers of pupils achieving the higher levels of attainment. In the 1999 National Curriculum test results in English for Key Stage 1, standards were well above that of other schools when compared to the national average, and well above when compared to similar schools. In Key Stage 2 standards in English were well above schools nationally and were in line with similar schools.
3. The year 2000 National Curriculum test results in English have shown the standards to be well above average when compared with schools nationally and with similar schools in Key Stage 1. In Key Stage 2 standards are well above average for schools nationally and also above that of similar schools. These results show that the school is making good progress in raising standards of attainment in English. Pupils with special educational needs get good support and are making good progress. Those pupils of above average ability make good progress and achieve their full potential.
4. In mathematics, pupils' levels of achievement have improved steadily from 1998 to 2000. In the 1999 national tests for pupils aged seven at the end of Key Stage 1, results were above average when compared to the national average and also above when compared to schools with pupils from a similar background. In the 1999 national tests for pupils aged 11 at the end of Key Stage 2, results were below average when compared to similar schools but in line with the national average with girls achieving slightly better than boys. The inspection findings show standards in both key stages are improving and at present they are above national expectations. There has been a significant rise in the numbers of pupils achieving the higher levels of attainment in the 2000 National Curriculum tests. These results show the standards to be well above when compared with schools nationally and similar schools in Key Stage 1. In Key Stage 2, standards are above schools nationally and also above that of similar schools. Pupils with special educational needs get good support and are making good progress, as are pupils of above average ability.
5. The majority of pupils enter the reception class with levels of ability in line with those expected for children of their age in mathematics. By the end of Key Stage 1, the majority of pupils can clearly recall addition and subtraction facts to 20 and can order numbers to 50. They can add and subtract money, using coins to the value of a pound. All pupils can identify a square, triangle, circle and rectangle. They enjoy solving problems. By the end of Key Stage 2, pupils have sound knowledge and understanding of place value and use this successfully in mental calculations, and can successfully complete multiplication and division of decimals. They know how to measure time, length and weight and enjoy these calculations. The majority

knows that angles are turns and recognise acute, obtuse, reflex and right angles. The majority are aware of the relationship between fractions, decimals and percentages. Pupils make good progress throughout both key stages. Pupils with special educational needs make appropriate progress in mathematics

6. In science, teacher assessments in 2000 show that standards were well above the national expectations at the end of Key Stage 1. All pupils reached Level 2 or above and a third reached Level 3, which is very high when compared with the national average. These results are an improvement over 1999. At Key Stage 2 standards in the 2000 tests for 11 year olds were well above the national average for all schools and above the average when compared with pupils in similar schools. These results show a remarkable improvement as the number of pupils gaining Level 5 was well over three times as many as in 1999. Comparisons over the last three years show a rising trend. Overall, by the end of Key Stage 1, all pupils reach good standards in all areas of the science curriculum. Their knowledge and understanding is very good. Overall, by the end of Key Stage 2, average and higher attaining pupils have reached a good level of achievement in all areas of the science curriculum. Their standard of knowledge and understanding is very good. During the inspection, overall standards seen support these test results. Pupils with special educational needs make good progress in science.
7. Levels of attainment in information and communication technology are average at Key Stage 1 and above average at Key Stage 2. Key Stage 1 pupils can use a mouse competently to load and draw using different art packages. They can also use different word processing programs to write simple stories and make labels for classroom displays and their books. Key Stage 2 pupils access the Internet and store data in a word processing package or database. They then add graphics to enhance the information they have collected. Throughout the school pupils make good progress in all aspects.
8. Pupils in both key stages meet the required levels of attainment in religious education in the West Sussex Agreed Syllabus. Pupils make satisfactory progress throughout the school. Key Stage 1 pupils have sound knowledge of Christianity and develop a sense of increasing wonder. At the end of Key Stage 2, pupils have developed their understanding of Christianity further and have a satisfactory knowledge and understanding of Hinduism and Islam.
9. The standards seen in all subjects at the last inspection have been maintained and in most cases significantly improved. Attainment in art and music at the end of both key stages is above that expected nationally. In physical education, design and technology and geography the quality of their work is at a level expected for their age by the time they leave school. Standards of achievement in history are satisfactory in Key Stage 1 and good in Key Stage 2.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, values and personal development are very good and a positive strength of the school. Attitudes to learning observed during the inspection were consistently good across all age groups and pupils respond with interest and enthusiasm to the good teaching seen. Their responsible attitudes and the very good relationships with teaching and support staff promote good progress. Pupils enjoy their work in the classroom and parents interviewed confirm their children like school. Parents bringing in pupils from outside the school's catchment area say it is the friendly atmosphere generated by the very good relationships, which is the significant factor in their choice of this school.
11. Behaviour is very good. Pupils' behaviour is very good in class, around the school and in the playground. They are polite and courteous. Inappropriate behaviour in class is rare and the expected good standard is quickly restored, keeping disruption to a minimum. There are no exclusions this current year.
12. Pupils show a respect for the property of others and for the premises and equipment the school provides. The school presently has some difficulty with loss of play and physical

education accommodation due to flood damage, but children respond well, using the restricted facilities sensibly. There is no litter, graffiti or evidence of vandalism. Pupils show an awareness and consideration for the needs and well-being of others. Observation of pupils in circle-time activity shows they have a good level of understanding of the impact of their actions on others and a mutual respect for their feelings and values.

13. Pupils' very good behaviour contributes positively to their learning and development of their social skills. There is no bullying or evidence of other forms of harassment. Parents share this view. Pupils enjoy working together in pairs or groups. Their experience within mixed-age range classes and extra-curricular activities helps to develop their social skills. Pupils with special educational needs are fully integrated into all activities. Older children show a caring attitude and concern for younger ones.
14. Pupils show a satisfactory level of initiative and acceptance of personal responsibilities. Most are given small tasks in the classroom on a rota basis and pupils arriving early by bus show initiative by arranging chairs for the beginning of the school day without the need to be asked. Other pupils coming into school early due to bad weather will sit and read or play games allowing the teachers to complete their work. Membership of the School Council gives elected pupils the opportunity to represent the views of classmates and help make decisions on issues identified by the whole school.
15. Attendance at the school is very good and is well above the national average for similar schools. Recorded unauthorised absence for the last reporting year is nil and supports the view that the pupils like coming to school. Recorded authorised absence relates mainly to pupils' illness. The school discourages parents from taking holidays in term time. The school enjoys a close working relationship with the Educational Welfare Officer to help maintain the very good attendance rates and maximise learning time for all pupils. Registration complies with statutory requirements and the school day operates punctually.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall throughout the school. There are a significant number of lessons that are very good or excellent in different classes. Twenty per cent of the lessons observed were very good or better and 74 per cent were at least good. Only three per cent were unsatisfactory. This is a huge improvement over the last inspection when 34 per cent was unsatisfactory. The overall good quality of teaching has enabled pupils to make good progress throughout the school.
17. The previous inspection report identified the need for the headteacher and staff to raise the quality of teaching throughout the school. They have very successfully addressed this issue. The inconsistency in teaching identified in the last inspection report, where expectations of achievement and of behaviour were not uniform, has now been completely removed.
18. All teachers are very aware of the differing needs of pupils. Work within classes matches the needs of all pupils well. Pupils of high prior attainment are well catered for with appropriate extension activities. This was evident in the mathematics lesson in Year 4 when more able pupils were set the challenge of using Euler's Rule to prove that the sum of the vertices and faces of regular shapes was equal to the number of edges plus two. This exercise was thoroughly enjoyed by them all. The use of support assistants and parents to support pupils is very good. All teachers use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a Year 5/6 religious education lesson when the teacher moved from using the video to group work by providing very different, but challenging, work cards and pictures.
19. The sound teaching in the reception class continues and builds on the good start afforded the pupils in the independent nursery on the school site. Planning is thorough and identifies what pupils are to learn to achieve the Early Learning Goals. Groups of pupils of very differing prior

attainments begin their work on the National Curriculum at the appropriate time due to the careful use of assessment. The range of activities is always good and most pupils are on task and appropriately challenged. The use of the sari in the pupils' first lesson on Hinduism was particularly effective.

20. The good teaching at Key Stage 1 reflects the overall good subject knowledge across most of the curriculum. Planning is successful and pupils are always learning at an appropriate level, despite their very wide range of prior attainments. For example, in mathematics, teachers now plan a good variety of practical work which pupils can undertake independently at their own level. Pupils of all abilities are given good support that results in their good progress. Classroom organisation is good and all activities selected are appropriate to the identified learning objectives in the plans.
21. The good teaching at Key Stage 2 is also characterised by good subject knowledge, understanding, and clear planning. Teachers make valuable links at this stage between different subjects that produce cross-curricular activities that are particularly valuable. There is a strong emphasis on investigative work at the top of the school that leads to independence and the overall good personal development of all pupils.
22. Throughout the school teachers have appropriately high expectations of pupils, and class discussions are always lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. This helps all pupils to make quick progress towards the particular learning objectives. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions well and introduce new ideas with care and clarity. For example, in a music lesson, the teacher used good questions to elicit the required responses for all pupils after listening to the music. She then moved to the group activities at the optimum time with a good range of resources to reinforce the ideas from the discussion.
23. All teachers are careful to present good role models, and the most effective teaching ensures that other pupils are also used this way. Teachers have very good relationships with their pupils throughout the school. They use praise well to modify behaviour and reward good work. Instructions given to pupils are very clear, and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively even when their behaviour is challenging, which results in consistently good behaviour. This was particularly evident in the reception class where pupils make good progress in their social development.
24. Teaching support for the few pupils with special educational needs is provided in a variety of ways with well-trained support assistants and in-class help targeted through the adults' good knowledge of individual pupils' needs. The teaching is good. Tasks are well matched to pupils' needs and lessons move at an appropriate pace. A good feature of this support is the close link made with the work that other pupils in the class are doing.
25. Teachers know their pupils well, and assessments using informal strategies to gauge pupils' understanding are apparent in most lessons. However, these are not always consistently used across the school and do not guarantee progression for all pupils at the quickest pace on a day-to-day basis in some aspects of mathematics and science. Groups of pupils are targeted suitably for assessment, and some checklists based on the lesson plans are used. Because teachers know their pupils so well and there are quite small classes, the lack of some day-to-day assessment arrangements in mathematics and science does not have an impact on the quality of the learning experiences offered to pupils. However, the one change of teacher this year highlighted the need to make all these arrangements formal and consistent at all times.
26. Marking is generally effective and teachers use the school's own agreed marking policy and strategies. Younger pupils benefit from the way in which their teachers talk their results

through with them rather than by simply writing on their books. Homework is used appropriately and effectively to support pupils' progress throughout the school.

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

27. The school provides a curriculum that is broad and well balanced. All statutory requirements of the National Curriculum and religious education are met with the exception of physical education. Generally the full requirements of the physical education curriculum are met, and the school does especially well in the autumn and spring terms. However, there are problems for the school at the moment due to the school hall being out of action because of flooding. The headteacher is at present negotiating with the management of the village hall, with the intention to hire it as a temporary measure until the school hall repairs have been completed. The planning of the curriculum ensures there is a good emphasis on literacy and numeracy. Foundation subjects are planned in line with the requirements of the National Curriculum and the curriculum for both history and geography is planned over a two-year topic cycle. The religious education curriculum meets the requirements of the locally agreed syllabus. The National Literacy and Numeracy Strategies have been implemented successfully and are having a positive effect on the pupils' progress. All policies and schemes of work are in place and are being reviewed in the light of new national recommendations. The school has worked hard to ensure that the key issues for the curriculum in the last inspection have been addressed. Overall this has been very successful and the school regularly monitors the planning and delivery of the curriculum.
28. The headteacher is the designated curriculum co-ordinator and has looked in depth at the subjects that were highlighted in the last report. This has ensured that the weaknesses in the curriculum for information and communication technology, music throughout the school, history and geography in Key Stage 1 and religious education in Key Stage 2 have been addressed. Time has been made available for subject co-ordinators to monitor planning and teaching and learning in the classrooms. This is having a positive effect on the raising of standards in curriculum areas throughout the school. Curriculum times have been reviewed and are well used. Homework is set regularly and ranges from reading and spelling to researching for information for other subjects such as history and geography. The provision for homework acts as a support within the curriculum to enrich and extend pupils' learning and consolidate and develop previous learning. Appropriate provision is in place for health and sex education.
29. All pupils have full and equal access to the curriculum. Visits to local and more distant places of interest within the community make a valuable contribution to the curriculum and are a strength of the school. For example, pupils have visited the British Museum, the Weald and Downland Museum, Guildford Science Centre, Brinsbury Agricultural College, Bignor Roman Villa, Arundel Castle, the Wild Fowl Centre and the Science Activity Centre at Herstmonceux, to name but a few. Visitors to the school have included the community policeman, a visiting historian who brought along a mobile museum, a portable Skylab, a string quartet, a woodwind group, West Sussex Boys Choir and the Rainbow Theatre. Pupils in Year 6 have a residential trip to Hindleap Warren and the whole school has been to a pantomime at Horsham Arts Centre.
30. Extra-curricular activities include clubs for information and communication technology, cooking, art, netball, football, board games and card games, and all are open to boys and girls. The school is making further links within the local community by inviting senior citizens to share their experiences of board games and card games with the pupils in the club. A gymnastics club is planned but due to the school hall being out of action this club cannot start at the moment. The school provides a good range of extra-curricular activities to help widen pupils' interests and promotes personal development through leadership and team working activity. The range of activities offered is varied each year in order to enable a broad spectrum of interests to be covered. Children working in the computer groups are devising a

questionnaire that will allow all pupils to comment and state preferences for after-school club activity.

31. The school makes good provision for pupils' spiritual, moral, social and cultural development. Spiritual development is good and is well supported by religious education lessons and assemblies, including visits to the local church. As the school hall cannot be used at the moment the visiting parish vicar supports assemblies in classrooms. A good framework is in place for the moral development of pupils and they make good progress. Links with religious education and assemblies have an important input. There are school rules, class rules and a code of behaviour to which pupils pay careful attention. Every opportunity is taken by staff to act as good role models and foster good relationships between all adults and pupils. Pupils rise to these positive inputs and are polite and courteous in their interactions with adults and each other. This is backed up by the school behaviour policy that highlights the "four C's" of being considerate, courteous, co-operative and using their common sense.
32. The provision for social and cultural development is good. Attention is paid to encouraging social responsibility within the school boundaries. Pupils are encouraged to take care of each other and to care for the school environment and equipment. There are activities to support charitable activities and, on Red Nose Day, there was a talent show for visitors. The Christmas lunch is cooked by villagers and served by students from Colliers College. These community links are very strong and pupils are offered many opportunities to further their social development. Cultural development is considered through religious education, art, music, history and English. For example, pupils learn about their own faith and those of others. They listen to a wide range of music from around the world, read and listen to poetry, and understand the historical and artistic development of our own and other cultures. Some cultural development is incidental through visitors who talk to pupils about various topics, for example, the historian who used role-play to take pupils through a day in the life of Victorian times, or the visit of Skylab that focused on a religious education topic.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. There is a good range of procedures in place for assessing pupils' academic attainment and progress. The school monitors and analyses the results of National Curriculum tests at the end of Key Stage 1 and Key Stage 2, including the results of the optional tests. Targets are set to raise standards and individual targets are set for pupils. Once pupils' targets are set they are shared with parents. The headteacher is the assessment co-ordinator and monitors planning and assessment, including the marking of work across the school. Classroom assessment is inconsistent across the school in some aspects of mathematics and science but, where assessment is good, there is a strong positive impact on pupils' learning. This area of weakness has been identified and classroom assessment, especially short-term planning and assessment, is now being targeted by the assessment co-ordinator. There are satisfactory systems in place to record and monitor progress in reading. Pupils' reading records list books read and also have evaluative comments on progress.
34. A summary record of attainment is completed at the end of a school year and on transfer to the next phase of education. This records pupil attainment levels in the core subjects and levels for each foundation subject. There is a special educational needs section to record what key routes stage the pupil is on. A class assessment sheet is also used to record pupils' achievement in lessons. At the end of each term a report is sent home to parents to enable them to see how well their child has progressed and what effort they have put into their work in the core subjects. Class teachers meet at the end of each year to share information about the attainment of pupils leaving their class and those moving to their class for the next academic year.
35. The school's overall procedures for ensuring pupils' welfare are unsatisfactory at present. The governing body has not ensured regular premises' inspection and associated risk analyses are carried out. The testing of portable electrical equipment is behind schedule. There are, however, effective procedures for the regular inspection and testing of school fire protection

equipment but evaluated results of evacuation exercises are not recorded. First aid arrangements are good. Testing of large physical equipment is satisfactory. The governing body is aware of the situation and is taking appropriate action.

36. Child protection measures are fully in place and all staff are familiar with their roles and responsibilities. Appropriate sex education and drugs/substance education are provided within National Curriculum teaching supported by the school nurse and local police.
37. Educational and personal support and guidance for pupils is good. Pupils with special educational needs are assessed using approved codes of practice, and pupils entered on the register are closely monitored. Individual education plans that are agreed with parents are prepared and pupils' progress continually monitored through observation and recording. The school uses the services of a range of visiting specialists to assist and support staff in the assessment work. Personal development, beginning with baseline assessment shortly after entry, is satisfactorily monitored and recorded separately for issue together with the pupils' annual reports. The relatively small class sizes ensure staff know their pupils well as individuals. Parents express a common view that the children feel happy and secure.
38. The procedures for monitoring and improving attendance are good. Parents are made aware of the school's requirements for good attendance and punctuality as part of the home/school agreement and the topic is discussed at the pre-induction meeting for parents and children. Reminders included in the prospectus state the school's requirement for early notification of the reasons for absence. The school secretary, by making contact with the relevant parents, acts upon any daily absence not previously notified. Details of communication from parents are recorded and corresponding entries made in class registers. The Educational Welfare Officer carries out regular analyses of registers to identify for action any patterns of regular absence or lateness. Pupils' very good attendance rates contribute positively to their learning and progress.
39. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. The school's expectations are set out clearly in the prospectus and a separate booklet detailing the behaviour policy is issued. Class rules are reviewed annually. For the current year all pupils have been invited to help to draft and sign up to the "Millennium Code of Conduct". Classroom behaviour is controlled consistently by the application of a range of sanctions, but the school prefers to implement a positive system of rewards that reinforce good behaviour and present it as the example for others to follow. Any incidence of persistent or more serious inappropriate behaviour is recorded in a book maintained in the staff room so that all staff are made aware of the situation. There are no recent entries.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The staff have made great efforts to establish the school as a focal point for parents and the community in general. Results are very encouraging. Parents interviewed during the inspection were very supportive of the school and their views reinforce those expressed by the majority of parents at the Parents' Meeting before the inspection and through the response to the Parents' Questionnaire. Parents feel welcome at the school and appreciate the open door policy whereby staff are readily available to meet parents and discuss any matters of concern about their children's education or welfare. With one exception only, parents questioned during the inspection had no complaints or adverse comments to raise about the school, and they talked about the significant improvement in parental communication and staff morale since the last inspection.
41. The school's links with parents are effective and a positive contribution to the work of the school. All parents are encouraged to become members of the parent/teacher association. Some parents, who no longer have children in school, continue their membership. The association provides valued assistance by raising funds and increasing community

involvement in the school. Funds raised provide for maintenance of the swimming pool and instructors' fees plus the purchase of musical instruments, computers and books. There are currently 32 parents on the rota for provision of regular help in the classrooms.

42. The quality of information provided for the parents is now good. Information on the curriculum content for each term is detailed in a letter to all parents. Pupils' efforts and achievements are discussed at parents' evening meetings held each term. Daily communication is promoted through comments made in pupils' reading diaries and the availability of staff. Pupils' annual reports cover all subjects in the National Curriculum and give an assessment of progress made in each. The school provides booklets for parents detailing literacy teaching and guidance for parental help at home. Workshops for parents on the literacy and numeracy initiatives have been provided. Newsletters are regular and informative. The prospectus is detailed and well presented. The governing body's annual report requires review to ensure all requirements are covered.
43. Parents confirm that regular homework is set and that help with reading and spelling features prominently. Parent governors play an effective role in the formulation and control of the school's policies. The effect of the overall parental contribution to children's learning at home and at school is positive and good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. Overall, the leadership and management of the school are now very good and the school is very effective. This is a very significant improvement on the position noted at the time of the last inspection.
45. The headteacher provides very strong leadership in all aspects of the school's work. She has a very clear vision of the purpose of education and the direction of the school and has a commitment to achieving high standards. She is a very effective manager and has a deep understanding of the school's needs and is aware of what has to be addressed in order for standards to improve further. The teaching staff are very aware of their particular roles and responsibilities and support all school developments with a commitment that is very impressive. They are fully aware of the school's aims, values and policies that they helped to formulate and were particularly effective in supporting the necessary changes since the last inspection.
46. The headteacher communicates regularly with the chair of governors to review the progress of a range of issues both on an informal and formal basis, and he is now acting as the necessary critical friend that is very much appreciated by the head and teaching staff. The chair and the other governors are also fully aware of the school's aims, values and policies and support them well. They fulfil all of their statutory requirements except for the risk assessment procedures, and have made a significant contribution to the school's recent improvements. The school has a very clear sense of purpose and direction in meeting its aims, values and policies. This is reflected throughout in all aspects of work and leisure. The school's aims and requirements are clearly understood by staff, parents, governors and pupils and can be seen in the day-to-day life of the school. Other teachers, with whom the head shares an excellent relationship, support her in all aspects of the school's life. They all work hard, together with the rest of the staff, to fulfil the school's aims. This is reflected in subject areas and through a very positive moral and social development programme resulting in the school's ethos and a positive and effective learning environment based on very good relationships and pupil behaviour. This allows all pupils direct access to all learning experiences in an enjoyable and supportive environment.
47. As co-ordinators, individual teachers consider and discuss all curriculum provision and are now confidently taking an increasingly important role in the monitoring of their subjects. Since the last inspection their hard work to prepare policies and a number of schemes of work has had a positive impact upon provision for the pupils and the quality of teaching. At the moment they not only monitor teaching in their subjects through carefully evaluating teachers' plans

and pupils' work on a very regular basis, but are also given time away from their class to monitor the teaching and overall provision in their subjects effectively. All this has had the effect of raising the expectations and morale of all staff. The implementation of the National Literacy and Numeracy Strategies has been ably led by the co-ordinators with the support of particular governors. All staff are committed to the implementation of the strategies in order to raise standards and achieve the targets they have set for themselves.

48. The quality of the school development plan, which is determined through consultation with all teaching staff, is good although some financial costings are not complete. All teachers provide up-to-date information in their own action plans. These provide carefully identified targets and deadlines. Planning is appropriately forward-looking and governors are already considering initiatives that extend beyond the current year. The development plan is carefully monitored by the headteacher and the governors, and they review the financial considerations and evaluate the school's progress towards meeting its targets.
49. The management of the school budget has improved significantly from the time of the last inspection. The governors and headteacher work together closely to identify the needs of the school and plan the budget accordingly. Financial planning is very firmly linked to the need to raise standards and the school evaluates the effectiveness of all decisions made. The governing body receives regular reports on the state of the budget and analyses these carefully. The school's effectiveness is due in no small part to the contribution made by the secretary as administration officer who is valued by all concerned.
50. The close attention to value for money given by the governors and senior management team is enabling the school to move forward quickly. Resources are used effectively and best value is sought in most purchases. The very effective leadership and management have been responsible for the very significant improvements that the school has made since the last inspection. Staffing costs are quite high in comparison with other schools, but standards are rising and pupils' achievement is improving. When all factors are taken into consideration the school gives good value for money.
51. Taking into account the way that governors, headteacher and staff have worked together to secure the improvements since the last inspection and the school's successful drive towards raising standards and meeting its own targets, the capacity for further improvement is judged to be very good.
52. Although no appraisal of staff currently takes place, the headteacher discusses their professional development with each teacher annually. This provides an effective platform for discussion about their individual training needs and the needs of the school. The school does not yet have a performance management policy but this is currently being formulated ready for approval by governors and its implementation prior to the end of term. Newly appointed teachers receive an appropriate programme of support from a senior member of staff during the first part of their appointment to the school.
53. There is an appropriate match of teachers and support staff to the demands of the curriculum and they are sensibly deployed. They are well suited to teach the age groups of pupils and enable pupils to make good progress. Support staff work well and make a useful contribution to standards, especially of pupils with special educational needs.
54. The school secretary has undertaken computer and financial training and makes very good use of new technology in order to facilitate the smooth running of the school. Accounts are kept up to date and shared regularly with the chair of the Finance Committee. The use of the school's budget is carefully planned and regularly monitored. This ensures that the school meets its ongoing financial commitments and targets available funds on identified areas for development. The school uses specific grant funding, such as the Standards Fund, appropriately. The school applies the principles of best value for money well. It ensures that services provided by outside bodies are economic and effective. It uses data to compare its

performance with that of other similar schools and strives to improve the performance of all of its pupils.

55. Overall the accommodation is very good except that currently the hall is undergoing repair work due to recent flooding. In the short term classrooms are being used for assemblies, and physical education lessons are taking place outside. The reception class provides suitable indoor and outdoor facilities for children in the Foundation Stage. Classrooms are spacious and well organised. Staff use the available areas effectively for individual and group work. The library of non-fiction books is well organised and used well. Displays around the school are of good quality, stimulating and motivating pupils to learn. They celebrate pupils' achievements and support all areas of the curriculum. The outside tarmac areas are suitable for playtimes and games. The school field is of a good size but it is temporarily out of use due to flooding. The school has plans for developing the grounds further once the work to remedy the effects of the flooding is completed. Due to the limited access, the school pond has not been in regular use and is need of maintenance. Once all internal and external repairs are completed the accommodation will provide for effective teaching and have a positive impact on the quality of pupils' learning.
56. Overall resources for learning are good for art, design and technology, mathematics, English, music, physical education and information and communication technology. They are at least adequate for all other subjects. The school has a swimming pool that is used well and enables all pupils to learn to swim before they leave the school.
57. Fiction books are kept in the classroom. They are sufficient in quantity with titles matched well to pupils' ages and abilities. Books for higher and lower attaining pupils are adequate. The school undertakes many educational trips to support subject learning and Year 6 pupils have an opportunity to go on a residential trip in the summer term. These visits add to the quality of resources. Visitors to the school such as health professionals and representatives of the church enhance pupils' personal, social and health education, while visitors from the theatre and museums enhance pupils' cultural development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths now, the headteacher, staff and governors should jointly:

- (1) continue to raise standards of attainment in aspects of the use and application of mathematics skills and the use of investigations in science by ensuring that all teachers use ongoing assessment to plan work that meets the specific needs of all pupils of different levels of attainment; (paragraphs 82, 89, 98).
- (2) train all staff and governors to improve risk assessment procedures and ensure that school-based Health and Safety audits are regularly carried out, recorded and identify appropriate areas for development (paragraph 35).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	14	54	23	3	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)	N/A	101
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register		5

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

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

Attendance

Authorised absence

	%
School data	4.8
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	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	7	7	7
	Total	17	17	18
Percentage of pupils at NC level 2 or above	School	94 (89)	94 (87)	100 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	7	7	7
	Total	17	18	18
Percentage of pupils at NC level 2 or above	School	94 (89)	100 (87)	100 (87)
	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	9	11	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	7
	Girls	10	7	9
	Total	18	14	16
Percentage of pupils at NC level 4 or above	School	90 (90)	70 (78)	80 (82)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	8
	Girls	10	9	10
	Total	18	16	18
Percentage of pupils at NC level 4 or above	School	90 (90)	80 (84)	90 (84)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	95
Any other minority ethnic group	2

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)	6
Number of pupils per qualified teacher	17
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	315

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	274396
Total expenditure	278336
Expenditure per pupil	2339
Balance brought forward from previous year	7447
Balance carried forward to next year	3507

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

102

Number of questionnaires returned

47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	32	60	9	0	0
My child is making good progress in school.	34	53	6	4	2
Behaviour in the school is good.	49	47	4	0	0
My child gets the right amount of work to do at home.	23	53	15	4	4
The teaching is good.	30	57	6	0	6
I am kept well informed about how my child is getting on.	23	64	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	57	38	4	0	0
The school expects my child to work hard and achieve his or her best.	43	53	4	0	0
The school works closely with parents.	26	57	9	6	2
The school is well led and managed.	51	34	9	6	0
The school is helping my child become mature and responsible.	32	49	6	0	13
The school provides an interesting range of activities outside lessons.	17	62	15	4	2

¹ Percentages may not always equal 100, due to rounding

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. The school makes sound provision for children in the Foundation Stage. This is a change for the better since the last inspection. From September, changes in the curriculum for children under five mean that the reception class is now included within the Foundation Stage. There is a staggered two-term intake as most parents choose to allow their child to stay at the well-established on-site playgroup until the term in which they become five years of age. At the time of the inspection there were four children in Reception; one had come from the playgroup while the other three had received some pre-school experience elsewhere. For the first four weeks of term, children attend school for mornings only, and are then in full-time attendance.
59. When children join the school, positive links are established with parents through good induction arrangements. The school offers home visits and children and parents are invited into the school for a day in the term prior to entry. The first week of term is induction week and parents and children attend all day on the first day and then for the four subsequent mornings. Parents are encouraged to form a constructive partnership with the school and to participate in their child's learning. The school maintains a very open policy and staff are always available to discuss with parents any aspects of their child's work and progress.
60. Most of children begin school with under-developed basic skills in all areas of the Foundation Stage curriculum but with a minority of children reaching average attainment. These findings are borne out by baseline assessments that are carried out during the first few weeks of children's entry into the reception class. Children make sound progress and by the time they are ready to start in Year 1, the majority attain the Early Learning Goals, as expected for their age. Staff carry out continuous assessment and this information is used to set appropriate work, as in literacy and numeracy, according to children's individual needs. Children with special educational needs are identified early and provided with effective support from the school and other agencies and make sound progress.
61. The reception teacher and the part-time support staff work together as an effective team. They have a sound understanding of the needs of young children and work is planned to offer a balance of teacher-directed and child-initiated activities. Staff know the children well and listen carefully to what they have to say. Through sensitive replies and questioning they help to develop children's knowledge and understanding. Occasionally teaching time is reduced by the poor behaviour of a few children and this affects learning and progress. There needs to be a positive and consistent approach to behaviour management as the lack of this at times has a negative effect on the quality of opportunity for all children.
62. The teaching of children's personal and social skills is satisfactory. Many enter the reception class with immature skills in personal, social and emotional development. These are given a high priority and children are provided with a variety of planned opportunities for working in groups and pairs and role-play. They are encouraged to work independently, choosing activities, games and equipment and to help tidy up. It is not long before they begin to concentrate when playing, painting, cutting out or listening to stories. However, some are unable to sustain their concentration for very long and the time spent on any particular task is very limited. At times, too, children find it difficult to take turns or co-operate with one another in activities or to share resources. This has a detrimental effect on their learning. Children show independence in dressing and undressing and taking care of their personal hygiene.
63. Most children are interested and responsive and they take part in the activities provided for them with enjoyment. Staff provide a caring atmosphere for the children and use praise and positive reinforcement to promote confidence in learning and to raise their self-esteem. However, they do not firmly establish the difference between right and wrong or consistently

demand good behaviour from some particularly demanding pupils. This results in lack of respect for staff by these children.

64. Children's language and literacy development is secure and the teaching is sound. They develop their personal and social skills alongside those for speaking and listening. Some enter Reception with poor verbal skills and staff continually emphasise the development of children's verbal and listening skills. Opportunities are provided for children to use headphones to listen to taped stories and for role-play, such as in "the hospital". They are all encouraged to express their opinions and explain their favourite foods in a lesson on healthy eating. This helps to improve their confidence and extend their vocabulary. Children respond with great enthusiasm and interest to a poem about bears and listen attentively to stories, songs and nursery rhymes. They are able to sing songs from memory and use actions to convey the shape and stance of a number of animals, such as the elephant, associated with a song.
65. Children use and enjoy books. They hold them correctly, handle them with care, know about the sequence of page turning and are beginning to be aware that print carries meaning. They are able to sequence a series of pictures relating to a story. The school uses a variety of books from a range of schemes on which to build a firm structure that helps to establish children's reading skills. A variety of methods and strategies are used to promote reading based on the needs of the individual child. Phonics and elements of the Literacy Framework are used and are reinforced with word games and other appropriate activities. Parents are encouraged to be involved with reading and come into class regularly to change children's books. Children are aware of the purpose of writing and begin by making various regular patterns and tracing over their own name. They learn to write individual letters leading to the cursive style successfully adopted by the school. By the end of the year they can write their name and many can write simple sentences with most letters correctly formed. Some do not hold their pencils correctly and this affects the rate of learning and their progress to writing simple sentences.
66. The teaching of mathematics is satisfactory and by the end of Reception all children will have achieved the Early Learning Goals for mathematics. Many practical activities are provided for them to develop a sound range of mathematical skills through participation in board games, sand and water play and sorting objects according to colour or shape. As an example, during a dance lesson children were able to participate in role-play to illustrate their understanding of counting to five, subtracting one more each time, with great enjoyment. Within a group of older pupils at the beginning of a numeracy session, children made good attempts to count in tens, both forwards and backwards. Good progress was made during a small group session when children were able to count to ten, recognised most of the numbers on a wall frieze and developed an understanding of smallest and largest, voluntarily comparing pencil sizes accurately. Children are beginning to recognise shapes in the environment and can name and match basic shapes such as circle, triangle and square. They enjoy singing number rhymes and playing games involving numbers and subtraction working either individually or in small groups. Mathematical language is continually reinforced during activities and this encourages the growth of children's mathematical vocabulary.
67. Children's knowledge and understanding of the world is sound and teaching is satisfactory. They are provided with a wide range of learning experiences to build their knowledge and understanding of science, technology, geography and history appropriately through exploration and observation. In religious education they begin to be aware of different cultures and beliefs and observe examples of artefacts associated with the Hindu religion. Children gain geographical and historical skills, knowledge and understanding by taking walks around the school and village to visit the fair. They also visit the church to observe the grounds and gravestones. They make visits to a local farm to learn about a variety of domestic animals. Good use is made of visitors to school. Children develop a sense of time and an interest in events both past and present when a local resident comes into school with costumes and artefacts associated with living in the Victorian age. A parent with a newborn baby comes into school to help children gain an understanding of how they live and grow. Reception children

join with older pupils in the school and experience a visiting museum, theatre, and musicians. Real-life links help to make learning enjoyable and understandable for them.

68. Children make a sound start to learning information and communication technology skills as they use the computers and tape recorders readily available in the classrooms. Children use the mouse confidently, clicking to turn the page, as well as using a variety of software competently to play mathematical games and enhance their language skills. The computers are somewhat outdated and the quality of children's learning is affected by the lack of appropriate software available to reinforce and further independent learning in all areas of the Foundation Curriculum.
69. There is satisfactory development of children's physical skills and teaching is sound. There are planned opportunities for children to develop fine manipulative skills as they use scissors, glue and paintbrushes as well as pencils for writing letters and numbers. There is a good range of construction equipment which children enjoy using, making a variety of structures including fire engines and other wheeled vehicles. By the end of the Foundation year they all fit construction equipment together confidently. They dress and undress themselves with satisfactory co-ordination.
70. There is a safe, secure outdoor play area dedicated to the Foundation Stage providing good opportunities for physical development. Outdoor play sessions engage children in a variety of activities such as running, climbing, balancing and riding wheeled vehicles which they undertake with increasing bodily control and co-ordination.
71. Progress is good in the creative areas of learning and children reach the expected early learning goals. There is a sound balance of free and teacher-directed activities and children react positively to a wide range of directed learning experiences through art, music, dance, stories and imaginative play. Children can name the primary colours and many others too. They mix two colours and know that this will produce a third. They use paintbrushes competently to paint pictures of themselves and are developing a good idea of size and proportion. They can use pencils, scissors and gluesticks confidently and print apples and mathematical shapes with care. Children are enthusiastic as they respond to music and song during physical education giving a good interpretation of animal walks and sounds.

ENGLISH

72. Standards in speaking and listening, reading, and writing are above national expectations in both key stages. Good progress has been made since the last inspection, largely because there is a consistency of good teaching across the school. The co-ordination of literacy is good and is supported by an action plan that targets areas for development to further raise standards. In addition, the effective analysis of the results of National Curriculum tests and other school assessment has led to the setting of targets, especially for higher levels of attainment. This target setting has had an effect on the results of the 2000 National Curriculum tests, where there is a significant rise in the numbers of pupils achieving the higher levels of attainment. In the 1999 National Curriculum test results in English for Key Stage 1, the standards were well above that of other schools when compared to the national average, and well above when compared to similar schools. In Key Stage 2 standards in English were well above schools nationally and were in line with similar schools. The 2000 National Curriculum test results have shown the standards to be well above when compared with schools nationally and similar schools in Key Stage 1. In Key Stage 2 standards are well above schools nationally and above that of similar schools. These results show that the school is making good progress in raising standards of attainment in English. Pupils with special educational needs get good support and are making good progress. Teaching takes into account all abilities, including those with special educational needs and pupils who are gifted and talented. In each lesson the teacher puts the lesson objectives on the board and helps

pupils to have a clearer understanding of what they have to do and why. This strategy gives pupils a greater self-knowledge of their own learning.

73. The effective implementation of the National Literacy Strategy has improved teachers' subject knowledge and understanding. Lessons are well planned with clear lesson objectives. Pupils' reading and writing skills are built on systematically as they move through the school and teachers are confident in teaching these skills. Additional literacy support has been also introduced and, last year, targeted pupils had support for two terms. Homework is regularly set for spelling lists, reading and for research. Parents are very supportive and contribute to pupils' learning by listening to their child read for 20 minutes, three times a week.
74. Pupils' speaking and listening skills are good overall in both key stages. Opportunities for the development of speaking and listening are offered to pupils through discussions in class and circle time, when they can discuss matters important to them. Other opportunities are presented through literacy sessions when pupils discuss stories, read in groups and talk to the teacher. At the end of lessons they share ideas and talk about what they have learned. For example, in a Key Stage 1 class, pupils were reading a recipe from a big book together. They discussed about ten recipes and the chosen one was linked to a religious education lesson the previous day, when pupils were learning about the festival of Diwali. In one lower Key Stage 2 class pupils were reading and writing play scripts. They co-operated and worked well together through taking speaking parts and reading with good expression, while relevant sound effects and stage directions were worked out. Pupils read with confidence, enjoyment and with clear diction. In another class, older pupils were discussing and writing story openings. They used a wide vocabulary and were speaking with confidence and clarity. Speaking and listening skills are also developed across the whole curriculum, for example, through discussion and working in groups on particular tasks and topics in the classroom, in games and physical education through listening to instructions, and in music when listening and appraising their own and others' compositions.
75. The teaching of writing is satisfactory overall, but with good examples across the school. In the scrutiny of work there was a range of writing of a good standard. For example, pupils write poetry, creative illustrated stories, play writing, historical, descriptive and instructional writing well. By the time most pupils leave the school, their ability to write for a range of purposes and audiences is good. An example of instructional writing was seen in an infant class, where pupils were putting into order a set of instructions on the computer for making a cup of tea. Another example was of written instructions for playing a computer game. Pupils practise writing plays and learn how to set scenes and write stage instructions and dialogue. There are examples of writing in other subjects in most years. In Year 6 they write about the Aztecs' sacrifices and artefacts, and about their trip to the British Museum to look deeper at their studies in history. Pupils also contribute to a display by designing and writing a front page of a newspaper that links with their learning in religious education. By the end of Key Stage 1 there are excellent examples of class books where pupils have written on a number of subjects. For example, they have written poems and information books on snakes, slugs and snails and other areas of nature. In addition, they have written about the village, its history and environment compared to the village today. One session per week is given to extended writing and some good examples of completed writing were seen in the scrutiny of work. There is a weakness in spelling and this has been identified by the school. It is planned to introduce spelling journals and a National Curriculum literacy bank of words.
76. The standard of handwriting is satisfactory. However, although there are examples of neat, well presented writing, the teaching of handwriting is inconsistent across the school. In the poorest examples, handwriting is changeable in size and inaccurate in form. In one class, pupils were not clear of the rules for using pencil and pens; consequently some pupils had untidy and smudged writing. However, it is significant that where the quality and expectations of the teacher are high and particular attention is paid to handwriting and presentation, then there is a subsequent rise in standards. Pupils' development of grammar and punctuation is generally good. Pupils in the later years have draft books where they compose their writing,

then edit the spelling mistakes and punctuation errors before writing the final copy in their English book.

77. Standards in reading in both key stages are good. Skills in reading are well taught and, through the setting of specific targets, standards are rising. Reading records demonstrate the range and numbers of books read. Evaluative and supportive comments are written in the reading records by teachers and parents, and also comments on the books read by the pupils. Pupils develop basic library skills through their use of the non-fiction library. They understand how to use the contents, index and glossary in order to locate information from books and understand how useful this skill is. Each classroom has a class library which has fiction books, colour coded for three levels of reading, from which pupils can choose their own books. There are also non-fiction books in classrooms from which pupils research and access information linked to the topics they are studying. Pupils, who are placed on the school reading scheme, are able to choose colour coded books linked to reading ages from boxes outside the classroom. The majority of pupils enjoy reading and many are avid readers. This eagerness and enjoyment of reading can be traced to the interest and positive support of parents who listen to their children reading regularly, combined with the high profile of reading and enthusiasm of the staff. Pupils generally make good progress in reading and very good progress is made as they reach their final year in the school
78. The quality of teaching is good overall. Teachers are confident in the teaching of literacy and the teaching of basic skills. Planning is good overall and where there is high quality teaching there is a high expectation and brisk pace to teaching. Assessment is good and pupils are given published reading tests, optional National Curriculum tests to prepare pupils for the National Curriculum tests in Year 6. Where teaching is weaker, the pace of lessons is too slow so that pupils become bored and there are also ineffective behavioural strategies. Pupils with special educational needs are well taught and have good support from Learning Support Assistants.
79. The subject co-ordinator has undertaken the recent review of the English policy in consultation with staff. Monitoring of planning, teaching and learning in the classrooms by the subject co-ordinator has been possible through planned non-contact time linked to the priorities of the School Development Plan and this has had a beneficial effect on the pupils' progress and attainment. English resources are very good and there is planned expenditure for purchasing more resources, including a stock of big books for Key Stage 2. The organisation and development of the library has been supported by funding from the Millennium celebrations. There is a good range of poetry books and most books are well looked after, demonstrating the care and respect pupils have for school resources and equipment.
80. A poet has worked with pupils in the school and their own poetry improved as a result. The school has had a book week and held book fairs to encourage even greater use of books. There are some good displays around the school and one in the entrance hall shows pupils' own book covers, designed and illustrated by themselves.

MATHEMATICS

81. In the 1999 national tests for pupils' aged seven at the end of Key Stage 1, results were above average when compared to the national average and also above when compared to schools with pupils from a similar background. Results have improved steadily from 1998 to 2000. In the 1999 national tests for pupils' aged 11 at the end of Key Stage 2, results were below average when compared to similar schools but in line with the national average with girls achieving slightly better than boys. The inspection findings show standards in both key stages improving and at present they are above national expectations. The very good analysis of the results of the national tests and other school assessment has led to the setting of targets, especially for higher attaining pupils. This has resulted in a significant rise in the numbers of pupils achieving the higher levels of attainment in the 2000 National Curriculum tests. These

results show the standards to be well above average when compared with schools nationally and similar schools in Key Stage 1. In Key Stage 2, standards are above schools nationally and also above those of similar schools.

82. Weaknesses highlighted in the previous inspection report were concerned with a lack of opportunities for pupils to use and apply their mathematical knowledge. Also the school's marking policy was not consistently adhered to, particularly in relation to its purpose of directing pupils to future work and giving them positive feedback. In addition assessment techniques within the school did not consistently inform teacher planning and pupil progress. Serious consideration has been given to all these areas. Although most procedures are now good and making a significant contribution to pupils' better progress, further analysis is required of ongoing assessment in the use and application of mathematics.
83. The majority of pupils enter the reception class with levels of ability in line with those expected for children of their age. Pupils make good progress throughout both key stages. Pupils with special educational needs make appropriate progress in mathematics.
84. By the end of Key Stage 1, the majority of pupils can clearly recall addition facts to 20 and now apply this knowledge to simple problems. They have sufficient knowledge of numbers to order numbers to 50. They can add and subtract money, using coins to the value of a pound. Pupils can tell the time when it is o'clock and the majority are telling time half past the hour. All pupils can identify a square, triangle, circle and rectangle.
85. By the end of Key Stage 2, pupils have sound knowledge and understanding of place value and use this successfully in mental calculations. Younger pupils in Key Stage 2 can count confidently in fives and tens. More able pupils successfully apply this knowledge to find a fifth of a number. They use a number square effectively by recognising patterns of numbers in threes and fours to support their work. Knowledge of the three and four times tables is good. Older pupils in Key Stage 2 know how to measure time, length and weight and enjoy these calculations. The majority knows that angles are turns and recognise acute, obtuse, reflex and right angles. More able pupils have an awareness of the relationship between fractions, decimals and percentages. They use their sound understanding of place value of numbers to successfully complete multiplication and division of decimals.
86. Pupils make good progress in both key stages. In Key Stage 1 younger pupils are successfully developing an understanding of estimation. They make near estimations of the number of objects on a plate. Pupils at the end of the key stage are making good progress in developing different strategies to add numbers. Younger Key Stage 2 pupils make good progress in recognising number patterns on a number square to consolidate and extend their knowledge of the three and four times tables. The majority of older pupils make good progress in calculating mentally the size of an angle by using their knowledge of angles of 90 and 45 degrees.
87. Pupils throughout the school have positive attitudes and are keen to succeed. Their behaviour in the classroom is good, which has a positive impact on standards achieved in oral sessions where they respond with growing confidence to the challenging questions which teachers set. Standards of marking are now good. Teachers value the work of pupils, which has a positive impact on presentation and amount of work completed.
88. Overall, the quality of teaching is good because lessons are well planned and basic skills are well taught based on the National Numeracy Strategy. The quality of teaching mathematics during lessons observed ranged from satisfactory to good in Key Stage1. In Key Stage 2 it was satisfactory to very good. All of this is an improvement on teaching since the previous inspection. Pupils are motivated and challenged by the tasks teachers prepare. The way that the Year 5/6 teacher used cartoon figures to create a lovely atmosphere and excitement was typical of the care teachers are taking.

89. In all lessons observed work was generally matched to the needs of individual pupils and has a positive impact on their learning. The higher achieving group in the Year 4 class were excited by the challenge of using Euler's Rule in a lesson on three-dimensional shapes. This was an appropriate challenge for them and they enjoyed explaining it to the class at the end of the lesson. Careful attention is given to using and applying mathematics, which enhances the learning made by pupils who enjoy problem-solving activities. However, assessment should be more consistently used for planning the next stage in pupils' learning in this aspect. Assessment overall has led to the effective current arrangement where the headteacher takes a class every day, Year 6, to enable the pupils to be taught in their own year group. During the time of her absence through illness the headteacher's place was taken by the same supply teacher on a regular basis. This is having the effect of enhancing the progress of all pupils including those with special needs.
90. The co-ordinator has given good support to staff to implement appropriate practice in the teaching of the numeracy strategy. The school introduced the strategy well and its scheme of work on which to base planning for each year group. The co-ordinator has been given time to monitor the teaching and learning of pupils in lessons. Numeracy skills are suitably promoted in other curriculum subjects such as science, geography and history. Information and communication technology is being used appropriately to enhance the mathematics curriculum, particularly for the older pupils.

SCIENCE

91. Statutory teacher assessment in 2000 show that standards at the end of Key Stage 1 were well above the national expectations. All pupils reached Level 2 or above and 33 per cent of pupils reached Level 3 which is very high compared with the national average. These results are an improvement over 1999 when 22 per cent of pupils reached Level 3. Evidence from work scrutiny and from lessons indicates that there is some over-estimation of pupils' attainment, particularly at Level 3.
92. At Key Stage 2 standards in the 2000 tests for 11 year olds were well above the national average for all schools and above the average when compared with pupils in similar schools. At Key Stage 2, all pupils gained Level 4 and above while 75 per cent achieved Level 5. The 2000 results show a remarkable improvement as the number of pupils gaining Level 5 was well over three times as many as in 1999 when 20 per cent of pupils achieved Level 5. Comparisons over the last three years show a rising trend.
93. During the inspection, overall standards seen in work scrutiny of past work, pupils' books, discussions and lessons broadly support the test results. Pupils make good progress and by the end of Key Stage 1, all pupils reach good standards in all areas of the science curriculum. Their knowledge and understanding is very good. Pupils in Key Stage 1 can identify similarities and differences between different plants and types of roots. Through investigation into plant growth they are developing their scientific skills by predicting likely outcomes and gaining a good idea of a fair test. They group materials according to their rigidity or flexibility. Pupils can name a variety of sources of light and understand that a bulb needs a complete circuit to work.
94. Overall, by the end of Key Stage 2, average and higher attaining pupils have reached a good level of achievement in all areas of the science curriculum. Their standard of knowledge and understanding is very good. The level of their scientific skills could be improved. By the time they leave the school, pupils predict what may happen during investigations, understand the need for a fair test and record their findings accurately on tables and graphs, making appropriate use of the computer. However, often investigations are teacher directed and as a result, pupils, particularly the higher attainers, do not have sufficient opportunity to make their own decisions and plan how they might carry out and record their own investigations. Average and higher-attaining pupils know that light is a form of energy and that it travels in straight lines, faster than the speed of sound. They know that sound is a vibration and that the tighter and

thinner the strings in musical instruments, the higher the pitch. Pupils understand and use scientific terms such as evaporation and condensation to describe changes and know that some changes can be reversed while others are permanent.

95. In Key Stage 1, pupils of all abilities make satisfactory progress in their scientific skills, knowledge and understanding in relation to their age and abilities. In Key Stage 2, good, and sometimes very good, progress is made, and this is an improvement since the last inspection. Pupils in Key Stage 1 know humans need water and food to stay alive while in Key Stage 2 pupils have a good knowledge of the circulatory system. They know that the lungs oxygenate the blood that the heart pumps around the body. They describe some scientific methods that are used to separate simple mixtures such as filtration and have knowledge of saturated solutions. The standard of presentation of pupils' work seen at the last inspection has been maintained. There are many examples of neat, careful work such as diagrams that illustrate light travelling in straight lines and the angle of reflection of light from a surface.
96. In Key Stage 1 teaching is good. Good planning builds on pupils' previous knowledge and lesson plans incorporate good learning objectives that are shared with pupils. This provides a clear starting point and helps pupils to be aware of how well they are learning. Good use is made of resources to add interest to the lesson and retain pupils' interest.
97. Teaching in Key Stage 2 is never less than good and is sometimes excellent. The aspects that contribute to its strength are high expectations, good quality questioning, emphasis of appropriate subject vocabulary, and good pace. In the very best lessons, teachers are confident and ambitious and use their very good subject knowledge to challenge and extend pupils further. Very good classroom management and discipline ensures pupils listen and respond appropriately while good use of praise and support for pupils' ideas encourages pupils to feel confident in their efforts and extend their skills. Pupils have very good attitudes to science and work hard. All teachers get on well with their pupils and encourage them to do their best.
98. Regular informal assessments of key learning objectives are made at the end of each topic area to ascertain pupils' knowledge and understanding and results are fed into medium-term planning. National Curriculum test results are carefully analysed to ascertain weaknesses in provision and planning is adjusted accordingly to ensure pupils' knowledge is secure. At the present time there is no assessment of pupils' investigative skills that could be used to guide future planning and ensure that pupils acquire skills progressively.

ART

99. Attainment in art at the end of both key stages is above that expected nationally and sometimes well above. Pupils make consistently good progress throughout the school. The standards seen at the last inspection have been maintained. Observations of work on display and teachers' planning show that the subject is given wide coverage, developing pupils' creativity and imagination well. Teachers display good quality artwork throughout the school as a celebration of pupils' achievements and this makes a pleasing contribution to the school environment.
100. Throughout the school pupils record their ideas, feelings and observations in an imaginative and confident way, using pencil, pastel, paint and clay. For example in Key Stage 1, pupils carefully and patiently mould clay into a candleholder linked to their work on Diwali and the importance of light. By Year 6 pupils make clay tiles incorporating three-dimensional autumn fruit designs and illustrate very good progress in the use of tools and techniques and development of their observational skills. There is evidence of good progress in pupils' understanding of the properties of different media and of techniques for using them to gain particular effects. Pupils in Key Stage 1 use a variety of fabrics and other materials to add texture and interest when making a collage of a house. Pupils in Year 4 meticulously paint

butterfly designs onto silk, while older pupils paint houses in the village from first-hand observation - all to a very good standard.

101. Pupils gain an impressive level of knowledge of the work of artists such as Monet and other Impressionists, and use these influences imaginatively as the starting points for their own original work, sometimes incorporating elements of design technology. Pupils design and undertake intricate stitching from their study of William Morris designs, adding French knots and beads to enhance the final appearance of their work. From links to their studies in history, pupils draw and explode their drawing of a Tudor rose and rearrange the design and stitch to produce a quilting effect. Experiences in art make a considerable contribution to pupils' cultural development and there are good links to other curriculum areas such as literacy and history. The multi-cultural dimension of pupils' learning is enhanced by the very good quality of imagination, brushwork and composition emulating aboriginal art linked to "Dreamtime" and Chinese willow patterns.
102. Teaching is good. Teachers plan lessons well and have high expectations of pupils' response and of the quality of their work. Teachers throughout the school use resources well. They are very competent and enthusiastic and this inspires pupils and adds considerably to the quality of their learning. The use of praise encourages pupils to feel confident and ensures that they give their best. Good relationships contribute to pupils' enjoyment of lessons and to the overall good progress that they make.
103. Staff are well qualified to implement the subject and have been involved in developing the scheme of work. Pupils' achievements are continually assessed to ensure progression of skills and that all pupils make good progress. Resources are good. Good use is made of first-hand observations in the local environment and visits to art galleries. An artistic parent comes into school to provide additional expertise to the teaching of art to Year 6 pupils.

DESIGN AND TECHNOLOGY

104. Pupils of all abilities make satisfactory progress with their learning in design technology. The school now has a scheme of work that builds systematically on prior knowledge, skills and understanding of the subject and this is an improvement since the last inspection. By the time they leave school, the quality of their work is at a level expected for their age and standards have been maintained since the last inspection. Judgements are based on lessons observed, examination of pupils' previous work, photographs, teachers' medium-term planning and the scheme of work.
105. Pupils carry out a balance of designing and making activities achieved through an appropriate number of projects throughout the year. These provide an appropriately balanced technology education with opportunities to develop craft skills. Pupils use a variety of materials and joining techniques to design and make millennium bugs and tools for use by the elderly. Pupils draw on their existing knowledge and understanding and link these to other curriculum areas. An example was seen in history when pupils design, make and evaluate Roman board games and purses. During a lesson based on work in Ancient Egypt pupils make a good start on the drafting and designing of part of a Tomb Maze. This ensures that they are able to move on and complete the "making part" without any problems. Pupils measure and cut wood with care and precision, handling tools such as saws in a mature and sensible manner. Later they are able to evaluate their work and suggest ways for it to be improved. One of the strengths of the subject in the school is the imaginative use of textiles. After observation in the school grounds, pupils emulate designs from nature using a variety of thread and stitches to represent spiders' webs and snail shells to good effect.
106. Teaching is good in both key stages. Lessons are well planned and resources are prepared and well organised so that all pupils can make a prompt start. All teachers have high expectations of pupils' behaviour and use good management strategies to ensure all pupils

stay focused on their tasks. Pupils enjoy the subject. They are interested and work hard both independently and in small groups, sharing ideas and resources well.

107. Since the last inspection a scheme of work has been put into place but has not been checked to ensure it encompasses all aspects of Curriculum 2000, the needs of the school and assessment of skills. Although all areas of the curriculum, including food technology, are given adequate coverage, the school recognises that control technology and the provision of additional resources are areas for development.

GEOGRAPHY

108. Pupils of all abilities, including pupils with special educational needs in both key stages, reach a level expected for those of a similar age. These judgements were made after looking at teachers' planning, scrutiny of pupils' work, and displays around the school, discussions with pupils, and one lesson observation in Key Stage 2. This is an improvement in geography since the last inspection.
109. Geography is planned over a two-year cycle and, by the time the pupils leave the school, they talk with confidence about the world and find and name the continents, oceans and seas on the globe. They can talk about India, its climate and can find it on the globe. Pupils can identify what different symbols represent on a map. For example, they can name roads, railways, rivers and churches and know the difference between a church with a steeple and one with a tower. They can identify the arctic region but are unable to remember the name for the Antarctic. Pupils also studied their own local environment and a contrasting locality. In local studies, pupils identify where they live from plans and maps and, through cross-curricular links with history, look at the changes to their environment over time.
110. During this term pupils are learning about Peru and St Lucia and a number of classes had displays of pupils' work relating to these topics. In the lesson observed, pupils in a Year 3 class were using books, artefacts and maps to find out about how people lived in the poorer part of Peru. For example, using picture resources they looked at similarities and differences between the houses and compared them with their own homes. For some pupils this was not an easy task and their observational skills were not well developed for using picture resources. However, with help and guidance they became more confident and started to compare and contrast their own experiences with those of the children of Peru. A group of pupils were given a globe and asked to first find South America and then Peru. They eventually succeeded but found it difficult to read the names of cities due to the small print.
111. The subject co-ordinator developed the effective geography policy after consultation with teaching staff. Geography is planned in line with the requirements for the programmes of study in the National Curriculum. There is published guidance for teaching and learning geography and teachers make good use of this guidance to plan their lessons. Assessment is undertaken at the completion of a unit of study and amendments to the scheme of work are made to ensure greater effectiveness in the future
112. No teaching was seen in Key Stage 1 and only one lesson was observed in Key Stage 2, therefore it is not possible to judge the quality of teaching in geography across the school. However, the school makes very good use of visits out of school as an aid to pupils' learning. For example, pupils have visited Chichester, Littlehampton and the Wey and Arun canal for local studies and Horsham as a contrasting locality.
113. Resources are satisfactory, although the quantities of atlases, wall maps, globes, books and computer software suitable for geographical studies, restrict pupils learning. The use of information and communication technology is under developed.

HISTORY

114. Pupils reach satisfactory levels of achievement in Key Stage 1 and good levels in Key Stage 2 in history. This is an improvement on the last inspection. Judgements in Key Stage 1 are based on scrutiny of pupils' work, teachers' planning and displays around the school, discussions with pupils and one lesson observation. However, in Key Stage 2 the judgements are based on the same criteria but including a larger sample of teaching.
115. The planning for history in line with the requirements of the National Curriculum programmes of study and is taught over a two-year cycle. In the infant lesson observed, pupils were learning about why we wear poppies at this time of the year and why we commemorate special events with specific symbols. Pupils were able to understand how events in history shaped the way we lived today. In addition they had been studying the village and had looked at the history and changes to it over time. Photographs were an important aid for pupils to see how the village used to look compared with today. Older pupils learn how to develop and interpret time lines in connection with their own lives.
116. At the end of Key Stage 2 pupils demonstrate a sound knowledge of topics studied over time. They talk well about work they had done on the Vikings, Aztecs, Romans, and Victorians. Some of these topics and those being studied at present were seen through displays and lesson observations during the inspection, for example, displays on Ancient Greece and Egypt and studies of Aztecs' life and times. One class have their own class museum. A visit to the British Museum has been the starting point for many of the topics presently being studied. There is a display and pupils' writing about this visit. In a Year 3 class pupils are learning about the people who lived in Athens and Sparta and how both cities were different and rivals. Previous lessons have looked at the climate and terrain of Greece, and how the Olympic Games started, comparing them with the games today. In this lesson they also learned how the Greeks liked debates and later engaged in their own debate. In other lessons observed, pupils are developing their knowledge and understanding of the skills in using historical sources and artefacts to research for information. Research skills are satisfactory overall but opportunities for higher ability pupils to extend their own research skills are limited, due to the focus in some classes of too much teacher-directed work.
117. Teaching is good overall. In the best lessons there is good planning and assessment, secure subject knowledge, brisk pace, good questioning skills and high expectations. The school's historical resources are good and teachers make good use of classroom displays and interactive displays to challenge pupils' learning. In a lesson on the Aztecs there was an excellent example of role-play that brought the lesson alive for the pupils and effectively supported their learning. However, in some classes there is an over-dependence on worksheets and prepared tasks that do not challenge pupils' learning.
118. The policy for history was developed last year in consultation with teaching staff and there is a scheme of work that has been reviewed bearing in mind the requirements of Curriculum 2000 which is already having a beneficial effect on pupils' learning. There is a good range of visits and visitors to the school. For example, pupils have visited the British Museum, the Weald and Downland Museum, Horsham Museum, the Roman Villa at Bignor, and Arundel Museum and have had a historian visit the school to give pupils an opportunity to experience a day in Victorian England through role-play. The resources are good for history overall, but there are not enough resources available at the moment to enable pupils to make use of computers to support their research.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. The provision of information and communication technology now meets the statutory requirements of the National Curriculum. This is a considerable improvement on the position

at the last inspection. At the end of Key Stage 1, the progress and achievement of the majority of the pupils is in line with national expectations. At the end of Key Stage 2, in the major areas of word processing, data handling and the use of illustrations, levels achieved are above average for pupils of their age. Scrutiny of pupils' work used in displays showed evidence of information and communication technology being used in different curriculum areas. Opportunities for pupils to use a range of information and communication technology equipment and software have now been established throughout the school and pupils' progress has increased as a result.

120. By the end of Year 2, many pupils know and can name different parts of the equipment. Most pupils can use the mouse with confidence to load and select various functions to draw different patterns with colour in an art package. Many are able to use simple software to enhance their numeracy curriculum, and they can input text into a word processor and draw using different software packages. Many can store data gathered from other pupils and present that information in the form of a simple graph. In Key Stage 2, working in pairs, pupils are able to access the Internet and begin to store data in a simple database or word processor from the evidence collected. The way they are able to add graphics and use the minimise functions to do this is a very good achievement. This is generally organised with the support of a very able and enthusiastic parent.
121. Progress throughout the school is satisfactory. The co-ordinator has made a considerable impact in the short time the school has had its small computer suite by making software training available to other teachers and giving them generous amounts of support. All examples seen showed that teachers have sufficient knowledge to make their use of information and communication technology meaningful. The school has begun to use the Qualifications and Curriculum Authority guidelines to offer sufficient guidance to those staff who are not skilled in the use of computers in the classroom.
122. Pupils' attitudes and behaviour in the examples seen of information and communication technology in use were good. It was not possible to see sufficient lessons in information and communication technology to make a judgement on the quality of teaching. In the one lesson seen the teacher's good knowledge of the subject and clear explanations enabled pupils to make good progress in their learning. The way in which pairs came together for their lessons with the parent and worked very co-operatively on using the Internet, was impressive.
123. The co-ordinator is very keen and enthusiastic and has a very good idea of where the school needs to focus in the immediate future. There are now sufficient, good quality, computers in the school, each with a printer, to meet the needs of the National Curriculum, although those in use in the Foundation Stage are quite old. The software is adequate and the Roamers available make access for all pupils to control technology possible.

MUSIC

124. Levels of achievement in music in both key stages are above those compared with pupils of a similar age. This is an improvement since the last inspection, especially in the area of singing. The school has made singing a priority target to raise the standards across the school. Of the lessons observed the singing was of a good standard and pupils were thoroughly enjoying taking part. The singing was joyful, well pitched and the diction was good. However, due to the school hall being out of action, there was no opportunity to hear the whole school singing.
125. Since the last inspection the school has worked hard to raise the standards in music and now pupils of all levels of ability make good progress. This has been accomplished with support from the Local Education Authority Advisory and Inspection Service by working with staff and putting a scheme of work together. Further support was provided through the adoption of a commercial music programme. As there are no specialist musicians on the staff, teachers have found the support of the music programme resources an essential aid to teaching and

learning in music. Pupils have become used to singing along with taped music and have made good progress in being able to count rests in the music and join in the songs at the exact moment they start again. Teachers sing unaccompanied to teach the words and melody of a song to their pupils and this is an effective way of enhancing their relationship as well as their singing.

126. The range of lessons ensure that pupils are able to develop their skills in performing and composing and listening and appraising. For example, one class were learning to name percussion instruments as they sang a “yodelling” song with extremely good pitch. Later in the lesson they chose instruments that they thought would represent symbols on a graphic score. This entailed deciding whether the symbol was for a long sound or short sound and they had to choose an instrument that would either play long or short sounds. In another class they were listening and appraising different music from the 1900’s. This included a range from jazz, rhythm and blues, skiffle, calypso, spiritual, classical, and pop.
127. Teaching is very good and the success is due to good planning, pace of the lessons, a range of interesting activities, and high expectations. As a result, pupils enjoy their music sessions and behave well in class. The school produced and performed the “Living Forest” and there are photographs showing the costumes and scenes from the production. This was performed to audiences consisting of parents, grandparents, senior citizens, a play group and village members. A music teacher is brought into the school to help with productions a term before the performances take place. At Christmas, the school will be singing Christmas carols on the village green which enhances the school’s links with the community as well as their ability to perform in public.
128. The headteacher is the music co-ordinator and monitors the planning, teaching and learning in the classrooms, which enhance the overall progress pupils make. Resources are sufficient and of satisfactory quality. Visitors to the school have included a String Quartet and a Woodwind Group. Pupils are able to gain valuable experience of live performance from these visits.

PHYSICAL EDUCATION

129. All pupils, including those with special educational needs, make sound progress overall by the time they leave the school and achieve levels that could be expected for pupils of their age. Very few lessons were observed as the school hall is currently closed due to severe flood damage and the only lessons seen were outside. During these lessons, pupils plan and carry out activities safely. As they move through the school, their progress is satisfactory and their level of skill and control increases as expected. In games, pupils in Key Stage 2 practise and improve their performance, make judgements about their own and others’ performance and use these to improve and work safely alone, in small groups and as members of a team. Pupils benefit from the school’s provision for swimming and make appropriate progress.
130. Pupils’ attitudes to physical education are good across the school. They behave well and listen attentively to their teacher. They usually respond quickly to instructions and enjoy their work. They wear appropriate clothing and are mindful of health and safety issues. They sustain high levels of activity, and work very well together in groups, such as when performing sequenced movements in confined spaces.
131. The quality of teaching seen was sound overall Teachers plan their lessons well and lessons begin with an appropriate “warm up” activity, and end with a good “cool down” exercise. Discipline is well maintained and most teachers have suitable expectations of what the pupils can do. Teachers clearly explain what is expected and stop lessons at appropriate times in order to emphasise a particular point or technique. In the lessons seen, teachers encouraged pupils to assess their own performance and to build upon their level of skill. Some teachers have a real enthusiasm for the subject, and they organise the activities to promote good

progress and high levels of motivation amongst the pupils. Good links are made with music, such as when it is used to stimulate pupils' ideas about a dance activity.

132. The range of extra-curricular activities is satisfactory. Many of the older pupils are able to take part in some sporting activities. These include football, netball and athletics. Pupils are involved in these activities at lunchtimes, and sometimes after school and at weekends. Resources are satisfactory, but the current lack of a hall is not helpful to further developments in the subject.

RELIGIOUS EDUCATION

133. By the age of seven and 11 pupils' achievements meet the expectations set out in the locally Agreed Syllabus for religious education. Religious education contributes to aspects of pupils' spiritual, moral, social and cultural development very well. This maintains the position noted at the time of the last inspection. When the children start school, their attainment is average. However, in the early stages, teachers make good use of story telling and discussion, and because of this, pupils soon develop their ideas. Throughout the school, they make good gains in their knowledge and understanding of Christianity and other major faiths. Pupils' achievement in the older classes in Key Stage 2 is impressive in aspects of their spiritual development.
134. By Year 2 pupils know a considerable amount about Christianity. They draw on the stories they have heard, such as about Abraham, to appreciate the important people in religion. They know the names of places of worship for the different faiths and some of the rituals and celebrations that take place. Pupils in Key Stage 1 make good progress and a successful start to learning about different religions. They are developing a secure understanding of how they can learn from the positive actions of others and the examples set by important religious figures, such as Jesus and Mohammed.
135. By Year 6, pupils have a secure knowledge of Christianity and other faiths, such as Islam and Hinduism. They draw on this knowledge well to help them make decisions about their own lives and to make sense of what they see about them. They are able to apply the rules, for example, from the Bible to their own lives and understand how rules are important for people to live in harmony.
136. Teaching of religious education is good; it is particularly effective in developing pupils' spiritual understanding. The pupils make thoughtful responses because the teachers are skilled at questioning and probing their ideas. Questions such as, "Why do you think Mohammed used his camels to choose where to stop for the night?" produce quality answers such as, "He realised that it is easy to make people jealous and wanted to avoid this". Younger pupils in Reception and Year 1 developed a greater understanding of how other people live and worship because the teacher used the sari she had brought in so well. This also fostered good attitudes towards their work in colouring in their patterned worksheets.
137. Teachers make good use of resources. For example, in Year 6, the teacher used the life of Mohammed to give greater insight into the qualities of leadership. Because of lessons like this, pupils develop some ideas of their own for the School Council. Teachers also use visits and artefacts well to further develop understanding; because of this, pupils talk about their experiences well. For example, in Year 3, pupils understand the significance of a mosque and the prayer mat to Muslims.
138. Pupils show high levels of respect for other beliefs. This shows in the way they talk and discuss in Years 5 and 6. For example, a Year 6 pupil said, "If you know about other people's religions you know you have nothing to fear". Teachers plan their lessons well; they use their knowledge of the pupils to pitch their questions so that pupils of differing attainment are fully involved. Pupils are learning the right things for their age and attainment because teachers' planning provides the right challenge to move learning on. Teachers have good subject

knowledge and they impart this well to the pupils, often through lively discussions, story telling or challenging activities. This inspires the pupils and because teachers expect the most from them, pupils work hard. Pupils' very good attitudes reflect the effective teaching. The regular weekly visits from the local vicar make an important contribution to the school's religious education curriculum. Preparing presentations for assemblies about their own religious beliefs fosters the importance of research and homework and supports pupils' speaking skills effectively.