

INSPECTION REPORT

THE MEADS PRIMARY SCHOOL

East Grinstead, West Sussex

LEA area: West Sussex

Unique reference number: 125964

Headteacher: Mr Mike Smith

Reporting inspector: Mr Trevor Walker
6999

Dates of inspection: 13 – 16 March 2001

Inspection number: 225369

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior school

School category:

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Mill Way
East Grinstead
West Sussex

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Appropriate authority: Governing Body

Name of chair of governors: Mrs S Kent

Date of previous inspection: 8th July 1996

INFORMATION ABOUT THE INSPECTION TEAM

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6999	Mr T Walker	Registered inspector	Religious Education Art and design	What sort of school is it? What should the school do to improve further? School's results and achievements How well are pupils taught? How well is the school led and managed
9457	Mrs G Bindoff	Lay inspector		Pupils' attitudes, values, personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20877	Mr D Pink	Team inspector	Mathematics Geography History Special educational needs	
20787	Mr E Morris	Team inspector	Science Information and communication technology Design and technology Physical education Equal Opportunities English as an additional language	
2741	Mr C Glynn	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
2700	Mr P Sudworth	Team inspector	Music Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Meads Primary School is a popular school, educating pupils between the ages of four and eleven. There are 263 pupils on roll (broadly average) with, currently, significantly more boys than girls. There are 41 children in the two reception classes. When children begin school they attain levels that are above that which could be expected for their age. The school serves a locality in East Grinstead that is socially well-favoured and there are very few who claim free school meals. There are few pupils from the ethnic minorities and a very small number for whom English is an additional language. The number of pupils who have special educational needs is just below the national average. There are two pupils with statements of special educational needs. The rate of comings and goings among the school's pupils is low, but there have been an exceptional number of changes in the school's teaching complement. This has presented a particularly difficult set of challenges to the whole school community.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education. By time the children leave the school they achieve standards that are above the national average in reading, mathematics and science. The standards of attainment in writing are broadly average. The quality of teaching is at least satisfactory in 92 per cent of lessons and very good in 22 per cent. Pupils' attitudes to their work and their behaviour are good. The early years provision and practice, in the Reception Year, is a strength of the school. Overall, the school provides satisfactory value for money.

What the school does well

- The children in the Foundation Stage achieve well. This is a result of the very effective teaching and the well-planned provision.
- The pupils' attitudes and behaviour are good, both in their lessons and around the school.
- The provision for pupils' moral and social development is good.
- Across the school, pupils with special educational needs make good progress.
- There is a high proportion of good or better teaching in both Key Stage 1 and Key Stage 2 (57 per cent).
- The school has established a very productive partnership with the parents.
- The school's accommodation provides an attractive and stimulating place in which to learn.

What could be improved

- More attention should be given to the prior learning of the higher ability pupils in order to improve their overall progress.
- There is a significant proportion of weaker teaching in Key Stage 2 (13 per cent).
- The educational direction of the school needs to have a sharper focus on securing sustainable school improvement.
- There are weaknesses in the school's strategic planning.
- Religious education does not have a secure place in the school's curriculum.
- Homework is not being used to challenge and enhance pupils' learning.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

Overall the school has made reasonable progress since the last inspection, especially when considering the amount of changes that have occurred in the teaching personnel. Standards in reading and history are higher, especially in Key Stage 2. The planning of the curriculum subjects has generally improved. There is increased monitoring of the effectiveness of teaching and learning, although that which is carried out needs to have a far greater impact on improvements in all classrooms. There is a more efficient system of assessment and record keeping, and the school has improved in all aspects with regard to health and safety. Although the improvement since the last inspection is not as rapid as it could have been, with further improvements in aspects of the school's leadership and management, the school will have the capacity to improve at a faster rate.

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	C	D
Mathematics	A	A*	A	C
Science	A*	A	B	C

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

The results of the 2000 tests show that, in English, pupils aged eleven attained standards that matched those found nationally but were below those found in similar schools. When comparing them with how well pupils had attained earlier the rate of progress was well below average. Too few pupils gained the higher grades at eleven. The mathematics results show pupils to be well above the national average, but in line with the average, when compared with similar schools. However, the test results show that the standards reached by the higher attaining pupils at Year 6 are below those expected of pupils at similar schools. Attainment in science is above the national average. The number reaching the higher level is also above that found nationally. The standards attained were the same as those found nationally in similar schools. Since 1997, standards in science for pupils in Year 6 have remained above the national average although the difference has been gradually diminishing since 1998 when attainment was very high. The school has not been keeping pace with rising national standards, as the number of pupils attaining higher than expected levels has not been increasing sufficiently.

In the current year, inspection evidence shows that standards in reading are above the national average, and in writing they are broadly average. In mathematics and science, standards are above the national average. Evidence gathered during the inspection indicates that in all other subjects of the National Curriculum (foundation subjects), pupils' attainments, in Years 2 and 6, are at least in line with that which could be expected for their age. In history, the standards in Year 6 are higher than the national expectations. In religious education it was not possible to judge standards, due to the limited amount of evidence available.

The school reached its 2000 targets for pupils' attainments, although these were not particularly challenging. Targets for the future are not sufficiently ambitious for the higher ability pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and their attitudes to school are very good.
Behaviour, in and out of the classrooms	In general, pupils are polite and friendly and their behaviour is good. However, older pupils became less respectful of their teachers when their interest was not maintained and tasks were not sufficiently challenging.
Personal development and relationships	Pupils play well together and have good relationships with each other and with the adults in the school. They respond very positively to the good opportunities they are given to develop caring attitudes towards each other, and they understand the importance of being kind.
Attendance	Attendance is good and is well above the national average.

	Levels of unauthorised absence are well below the national average.
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TEACHING AND LEARNING

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

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

Although the quality of teaching seen in the school is uneven, the great majority of lessons were effective with a high proportion of good and very good lessons. During the inspection 92 per cent of all lessons were at least satisfactory, 46 per cent were good and 22% were very good. This means that 8 per cent of the teaching was unsatisfactory or poor, and all of this occurred in Key Stage 2.

In the Reception Year, the teaching of the under fives was at least good, with over 70 per cent of the lessons very good. The quality of teaching and learning in the Foundation Stage are strengths of the school. Teaching in Key Stage 1 was good overall. All teaching was at least satisfactory, with 57 per cent being good and 14 per cent very good. Teaching in Key Stage 2 was satisfactory overall. Of the lessons taught, 47 per cent were good and 10 per cent were very good. Across the key stage, 13 per cent of the lessons were unsatisfactory.

The quality of teaching in English, including literacy and in mathematics, including numeracy, is at least satisfactory overall. Throughout the school the teaching of pupils with special educational needs is good, although the higher ability pupils are not always being sufficiently challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory range of opportunities for learning for all pupils. In the infant and junior stages pupils are offered a broad and balanced curriculum that meets the requirements of the National Curriculum. However, the provision for religious education (RE) is insufficient to meet all the requirements of the locally agreed syllabus for RE. The quality of the provision is particularly good in the Reception Year.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The school has invested considerably in the appointment and training of learning assistants to support pupils in class. Pupils also benefit from withdrawal sessions with the special needs co-ordinator.
Provision for pupils with English as an additional language	The very few pupils learning English as an additional language are all fluent speakers and need little extra support. Teaching and support staff are sensitive to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development.	Good overall. Provision for pupils' moral and social development is good and for spiritual and cultural development it is satisfactory. The high level of social ease reflects the pupils' awareness of right and wrong. Nevertheless, acts of worship do not always meet statutory requirements.
How well the school cares for its pupils	The school makes satisfactory provision for the care of its pupils and has very good procedures to promote good behaviour. Caring attitudes are well fostered throughout the school and pupils feel safe and secure.

Parents have positive views of the school and the links between home and school are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and senior staff is satisfactory overall. Nevertheless there needs to be a much stronger focus on improving the work of the school in order for it to be fully effective. The school has successfully implemented and managed the National Literacy and Numeracy Strategies.
How well the governors fulfil their responsibilities	The governing body is hardworking and committed. It actively address its responsibilities for overseeing the work of the school. Although governors regularly visit the school, in order to gain first-hand knowledge of its work, there are no formal mechanism for reporting their findings. The governors have not yet developed sufficiently robust arrangements for monitoring and evaluation.
The school's evaluation of its performance	The monitoring and evaluation of teaching is not sufficiently rigorous and therefore does not have enough impact on improving and maintaining the quality of teaching and learning. The school does not use test data well to set targets for improving whole-school performance.
The strategic use of resources	Strategic planning is a weakness. Financial planning needs to be strengthened as the quality of the strategic planning is improved. Financial administration and control are good and the school makes sensible use of specific grants and additional funding. The school successfully applies the principles of best value.

The school currently has a sufficient number of suitably qualified teachers and other adults to teach the National Curriculum. The school building provides a safe, clean and well-maintained place for pupils to learn. It is generally well resourced.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils enjoy coming to school. • The behaviour of the pupils. • Links between home and school. • The emphasis the school places on developing the pupils' courtesy and responsibility. • The schools 'open-door' policy, • Standards of teaching and the dedication of the teaching staff. 	<ul style="list-style-type: none"> • Better provision for homework. • School does not work with parents • A wider range of extra-curricular activities.

Parents say their children enjoy school, work hard and make good progress. They think the teaching is good and feel comfortable approaching the school when they have matters to discuss. Inspectors confirm these positive views. A small number of parents feel that the school does not work closely with them. They have concerns about the range of activities provided outside lessons, the information they are given about their children's progress and the work their children are given to do at home. Inspectors confirm that arrangements for homework could be improved but do not support these parents' other concerns.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils starting school aged four, attain levels that are above that which could be expected for their age. The standard of learning and the rate of progress during the Reception Year are good or better. From their entry to the school, pupils demonstrate good skills in speaking and listening. In the Reception class the children have very good command of the sounds and names of letters. They learn to count accurately and can recognise common shapes and everyday coins. By the age of five, most pupils comfortably exceed the requirements of the Early Learning Goals in all the required areas of learning, including knowledge and understanding of the world and creative development.
2. Standards in English are not as high as they were at the last inspection, although the results in the 2000 national tests show that pupils' reading skills at seven improved on those achieved in 1999. They are better than average when compared with all schools nationally and they match those found in pupils in similar schools. However, their writing skills are well below those in similar schools. Too few pupils, aged seven, gained the higher grades in the national writing tests. For pupils aged eleven, the 2000 English results matched those found nationally but were below those found in similar schools. When comparing them with how well pupils had attained earlier, the results were well below average. Again, too few pupils gained the higher grades at eleven.
3. Pupils' skills of speaking, listening and reading are well developed throughout the school, and in Years 2 and 6 they attain above average standards. Pupils learn to listen closely to their teachers and follow instructions carefully. They readily join in discussions and have an extensive vocabulary for their age. This helps their early reading skills. Pupils across the school become progressively more confident in speaking to a range of audiences in a variety of contexts. By the age of eleven, they are confident in formally discussing and using technical terms in analysing texts.
4. Inspection evidence, in reading, shows that most pupils of seven and eleven reach standards that are above average. Most pupils become enthusiastic, fluent readers who can talk about their favourite books and authors and who are developing good comprehension skills. The highest attaining pupils are extremely expressive readers, although the higher skills of being able to infer and deduce meanings from what they read are not as good.
5. By the age of seven, standards in writing are above average overall. Lower and average attaining pupils present their work well, using a richer vocabulary than that found in many infant pupils. They are beginning to use the basic rules of grammar and punctuation accurately. By the age of eleven, standards in writing are average overall. This represents a slowing down of progress, and is a similar picture to that found in the previous inspection. Overall, the standards achieved in spelling and handwriting are in line with that which could be expected for pupils of a similar age.
6. The national tests in mathematics show pupils to be average at Year 2 when compared with all schools, but below average when compared with similar schools. By the age of eleven, test results show pupils to be above the national average but in line when compared with similar schools. However, the test results show that the standards reached by the higher attaining pupils at Year 2 and Year 6 are below those

expected of pupils at similar schools. Standards, measured against national averages, have fallen since 1997 by the end of Year 2, but they show improvement by the time pupils reach the age of eleven. Standards for the higher attaining pupils, seen during the inspection, are not as high as they should be, especially in Years 3-6.

7. Inspection evidence in mathematics shows that pupils in Year 2 and Year 6 attain standards above those expected for their ages, in all areas of the subject. Standards for higher attaining pupils are not as high as they should be, especially in Years 3-6. By the age of seven, pupils have a sound knowledge of place value up to 100. They can add 10 to a single number. They are confident in using coins to add and subtract numbers up to 100, about a 30 per cent can recognise halves and quarter numbers. They know the properties of two dimensional and three dimensional shapes, and can use a ruler to measure with some accuracy. By the age of eleven, pupils are increasingly confident about making calculations in their heads. They can check their calculations using the memory function on a calculator. However, throughout the school, pupils are not confident in their explanations of mathematical processes.
8. Attainment in science is above that found nationally for pupils aged seven and eleven. This is a similar judgement to that of the last inspection. In 2000, the attainment of pupils aged seven, based on teacher assessment, was above the national average for both the percentage of pupils reaching the national average and for those reaching the higher than expected level. The picture was the same for pupils aged eleven. For both groups of pupils the standards attained were the same as those found nationally in similar schools. Since 1997, standards in science for pupils in Year 6 have remained above the national average although the difference has been gradually diminishing since 1998, when attainment was very high. The school has not been keeping pace with rising national standards, as the number of pupils attaining higher than expected levels has not been increasing sufficiently.
9. In science, the inspection evidence indicates that the attainment of pupils currently in Years 2 and 6 remains above the national expectation with a particular strength in investigational work. Pupils throughout the school are given many opportunities to carry out their own experiments and learn scientific principles through a practical approach. This is working well to improve their knowledge and understanding of science as well as making their work more interesting, enjoyable and relevant. Apart from pupils with special educational needs (SEN), the overall progress is hampered by higher ability pupils not being given sufficiently challenging work.
10. When comparing the performance of boys and girls, in the 1998 to 2000 national tests for pupils aged eleven, in English and mathematics, boys exceeded the national averages for their age group by a higher figure than the girls. In mathematics, the attainment of boys, as shown in the 2000 tests is well above that of girls, although there are more boys than girls in the school. During the inspection, no significant differences between the performance of boys and girls were observed in English or mathematics, or indeed in any subject. Overall, pupils with SEN, identified by the school, are well supported and make good progress.
11. By the age of seven, inspection evidence shows that in art, design and technology, geography, history, information and communication technology (ICT), music and physical education, the standards are in line with the national expectations. Inspection evidence shows, that by the age of eleven, in art, design and technology, geography, ICT, music and physical education, the standards are in line with the national expectations. In history, pupils attain higher levels than that which are normally seen of pupils of their age. In religious education it was not possible to judge standards as the

subject was only taught on a limited number of occasions during the week of inspection. Equally, there was not much work in evidence. When considering all the available evidence the subject has an insecure place in the curriculum and it is currently afforded a low status.

12. Pupils identified with SEN reach appropriate standards as specified by their individual education plans. Pupils are well motivated and willing to learn. Pupils are generally identified from Reception and Year 1. Overall, pupils with SEN are well supported and make good progress. However, the school has identified a small number of very high attaining pupils in Years 3,4,and 5 and these are not challenged sufficiently, especially in mathematics.
13. The school met its attainment targets in 2000, although these were not sufficiently ambitious. For the future, the school has set itself targets that are well below those indicated by the Local Education Authority as being realistic, yet challenging. Targets for the higher ability pupils (number of level 5s) are particularly low when considering the ability of the pupils and what can be achieved by schools who are in similar socio-economic circumstances.

Pupils' attitudes, values and personal development

14. Pupils enjoy coming to school and their attitudes to school are very good.
15. Children in the Reception Year show interest in their activities and are able to sustain their concentration well. They respond very well to the encouragement given by their teachers, and by the learning support assistants who work with them. They learn to work together, to take turns and to listen to each other. The children respond very positively to the good opportunities they are given to develop caring attitudes towards each other, and they understand the importance of being kind. Nearly all the children have the confidence to share their thoughts and ideas with the class and they are keen to take on responsibilities, for example as the 'star helpers' each week.
16. In general, pupils are polite and friendly and their behaviour is good. No variations were noted between different groups of pupils. However, older pupils became less respectful of their teachers when their interest was not maintained and tasks were not sufficiently challenging. No pupils have been excluded from the school within the last year. Pupils play well together and have good relationships with each other and the adults in the school. No incidents of bullying were observed and pupils have the confidence to talk to the adults in the school if problems arise. The extensive displays of artefacts in the school are treated with respect. Learning resources are handled carefully and good habits are established from an early stage. Key Stage 2 pupils are entrusted to work unsupervised on the computers in the library area and behave most responsibly. Reception and Key Stage 1 pupils follow the instructions of their teachers well and use percussion instruments properly in music lessons. At the end of the lessons they put the instruments away sensibly. Some of the Year 2 pupils are still at an early stage of social development and are unwilling to share the instruments with other pupils in their groups.
17. Pupils are enthusiastic about the activities the school provides. Year 2 pupils were very excited to have an opportunity to talk to a British Airways hostess about long haul flights, and they thought up some interesting questions to ask. After-school clubs are also very popular. For example, pupils of all ages are enthusiastic about the art clubs and become thoroughly engrossed in their work. Year 6 pupils have very positive attitudes to school and take responsibility for their own learning. They carry out their

own independent research for topics and respond well to opportunities to work independently in mathematics. They especially enjoy the residential visit to an outdoor activities centre in Devon. They are aware of the needs of others, and used their initiative to organise a very successful fund raising event to support 'Comic Relief'. They are aware of issues relating to racism. Through the good range of activities provided and their work in personal, social and health education the pupils develop a sense of personal responsibility and an understanding of their role as citizens in the community.

18. Attendance is good and is well above the national average. Levels of unauthorised absence are well below the national average. Nearly all pupils arrive promptly in time for the beginning of the morning session.

HOW WELL ARE PUPILS TAUGHT?

19. Although the quality of teaching seen in the school is uneven, the vast majority of lessons were effective with a high proportion of good and very good lessons. During the inspection 92 per cent of all lessons were at least satisfactory, 46 per cent were good and 22 per cent were very good. This means that 8 per cent of the teaching was unsatisfactory or poor and this all occurred in Key Stage 2. This represents a very similar picture to the position during the last inspection. The quality of teaching in English, including literacy and in mathematics, including numeracy, is at least satisfactory overall.
20. In the Reception Year, the teaching of the under fives was at least good, with over 70 per cent of the lessons being very good. The quality of teaching and learning in the Foundation Stage are strengths of the school. Teaching in Key Stage 1 was good overall. All teaching was at least satisfactory, with 57 per cent being good and 14 per cent very good. Teaching in Key Stage 2 was satisfactory overall. Of the lessons taught, 47 per cent were good and 10 per cent were very good. Across the key stage, 13 per cent of the lessons were unsatisfactory.
21. Examples of good and very good teaching were seen throughout the school, especially in the core subjects of English, mathematics and science. In English, most lessons display very positive relationships, and the good management skills of the teachers ensure the effective motivation of pupils. In the best lessons in mathematics, pupils are challenged to solve problems and have the confidence to attempt solutions and try alternative solutions after discussion with their peers. Pupils are assessed several times during the lesson, and the teaching is adapted depending on whether pupils have understood or not. In science, teachers plan their lessons carefully and share the lesson objectives with pupils at the start to enable them to focus on the learning intentions.
22. Teachers usually have a sound subject expertise, which enables them to make useful teaching points and help their pupils learn new concepts securely. This ensures the correct vocabulary is suitably stressed and pupils, from an early age, learn to use it appropriately, for example in science where subject knowledge is good. Teachers' subject expertise is particularly good in Key Stage 1 and the teaching of phonics and the basic skills is skilfully carried out. However, in religious education, subject knowledge is unsatisfactory and this results in imprecise learning objectives, more concerned with what the pupils will do than with what they will learn.
23. Teachers usually manage their pupils very well, particularly in Key Stage 1. They create a good working atmosphere in the classroom that helps pupils to concentrate

on their work without interruption. Many lessons are introduced in a lively and imaginative manner with pupils being set challenges to interest them. However, in a few lessons in Key Stage 2, behaviour was judged to be unsatisfactory when there was a lack of direction and challenge.

24. Resources are generally well used. In mathematics, pupils use calculators effectively to check their calculations. In one science lesson, the teacher had assembled a superb range of resources for pupils to use in their investigations about forces and the pupils were immediately eager to start work. During the inspection, very few pupils were seen using the class based computers to either practice their ICT skills or to enhance their work in other subject areas. Displays of pupils' work in ICT, to raise the profile of the subject, were also very limited. In the best lessons, teachers paid careful attention to the issues of health and safety. For example, in a design and technology lesson in Years 5 and 6, pupils were taught about hygiene in the kitchen before they embarked on the manufacture of bread.
25. The least effective teaching is characterised by a lack of pace and progress. In English, unsatisfactory teaching in Key Stage 2 was characterised by weak time management, resulting in pupils making insufficient progress. Also, in gymnastics lessons time was not always used effectively, with teachers allowing pupils to queue up for their turn on the apparatus, thereby limiting the opportunities pupils have to develop their movements and sequences. In spite of the ability grouping across the year groups (setting), not enough consideration is given to the different abilities within these groupings, and therefore there is not enough academic challenge. For example, in the least successful lessons in mathematics, teaching was not structured to keep pupils interest. The planned, activities are not used to stimulate the imagination of pupils and the pupils are not encouraged effectively to take on more challenging work. In science, the planning of extension activities for higher ability pupils is less secure, and these pupils are not always challenged as much as they could be. During the course of lessons, assessment is not being used to gather information about pupils' learning in order to inform the teaching and guide future planning. Accordingly, where this occurs, expectations of pupils' work and behaviour are too low.
26. The homework that is provided for much of the school consists of reading, spellings, learning tables and finding out information through personal research. However, there are weaknesses in the arrangements for homework. It is set irregularly, particularly in Key Stage 2. The parents are not well informed about the work expected, and it is not used to effectively challenge and consolidate pupils' learning. Homework is not having a positive impact on the standards that pupils achieve and the progress that they make.

27. Pupils have very positive attitudes to their learning and work well individually and together. The best teaching results in the pupils working hard and enthusiastically, sustaining their concentration for a reasonable period of time. Pupils respond well to their teachers and generally behave well at all times. Nevertheless, there were a few lessons where the behaviour was unsatisfactory. In science, many show an eagerness to learn and are fascinated by the work provided. This was clearly seen in a Year 3 and 4 science lesson about magnetism where the pupils worked extremely well together and were most excited about the experiment they were conducting to find the strength of a selection of different magnets. In most subjects, pupils have a mature attitude to their work and are keen to succeed. Work is usually neatly presented and most pupils are eager to do their best. They take obvious pride in their achievements, for example in their extended pieces of writing in English. This was also noticeable in a Year 5 and 6 science lesson, where pupils had produced their own booklets about famous scientists. These were well researched and carefully made.
28. The teaching of pupils identified as having SENs is good. Good relationships are established between teachers and their pupils. There are varied activities, including the use of ICT to motivate and help pupils to master phonic sounds. In pairs, Year 3 pupils match sounds to make words, check each other's work and seek out mismatched sounds. A computer program is used effectively to extend pupils' work on matching sounds. Pupils are set sufficient homework matched to their classwork, which is regularly checked by the teacher. This provides good support for pupils' learning. Learning support assistants are well deployed and play an active part in involving all the pupils in the work of classes. While there are three pupils for whom English is an additional language, they experience no difficulties and are fluent in every respect.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES?

29. The school provides a satisfactory range of opportunities for learning for all pupils. The quality of the provision is particularly good in the Reception Year, where all the Early Learning Goals are being addressed well. The only weakness is in the provision for outdoor play. In the infant and junior stages pupils are offered a broad and balanced curriculum that meets the requirements of the National Curriculum. However, the provision for religious education is insufficient to meet all the requirements of the Locally Agreed Syllabus, and this needs addressing by the school.
30. The provision for pupils with SEN is good and the school has invested considerably in the appointment and training of learning assistants to support pupils in class. Pupils also benefit from withdrawal sessions with the SEN co-ordinator.
31. The National Strategies for literacy and numeracy have been implemented effectively in the school, and appropriate training has been undertaken by the co-ordinators for English and mathematics. The impact of this has been lessened by the large number of staff changes, but the co-ordinators and the deputy headteacher, who has responsibility for curriculum provision and development, have worked hard to provide policies and guidance to support new teachers to teach the literacy and numeracy programmes. These are beginning to have a positive impact, although the school recognises there is much to be done to consolidate new programmes of assessment and the use of the analysis of results to inform future planning.
32. New policies for sex education and for raising pupils' awareness of the use and misuse of drugs have recently been introduced. These are of good quality and support

policies for personal, social and health education. The monitoring of the policies and schemes of work, however, is under developed. Many of the subject co-ordinators are new to the school, or to their role, and this presents significant challenges to the school's management. The deputy headteacher is central to this work and has made an impressive impact on the strategic planning for the curriculum. Work needs to be done on linking the subjects of the curriculum together more effectively but much good work has been achieved in the planning processes for delivering the curriculum. The planning policy covers the extent of the curriculum, the progression of pupils through the curriculum and how well the curriculum is balanced and is continued as pupils move up the school. The policy includes guidance on the individual education plans of pupils and is based on the latest recommendation of the Qualifications and Curriculum Authority (QCA). This comprehensive approach provides a good theoretical base for the school to build on in its effort to achieve its aims of including all pupils in the curriculum, ensuring that they have equal opportunities to succeed and that they all achieve their potential. Inspection evidence confirms the school's success in including all pupils, but finds that the highest attaining pupils are not always sufficiently challenged and that more should be achieving higher grades in national tests than do so at present.

33. The provision for extra-curricular activities is good and pupils are able to pursue a good range of sporting, artistic and recreational activities after school. Opportunities for pupils to take control of their own learning are seen in the independent searches made to retrieve and use information from the Internet. This aids their personal development well and the opportunities for paired and group work are enthusiastically taken. Pupils co-operate well and a strength of the school is how well pupils grow socially. By Year 6, pupils are articulate, courteous and interesting conversationalists, confident in talking with visitors and each other about their beliefs and feelings. They are well aware of the differences between their own culture and the faith traditions and the cultural values of other religions. Pupils know some basic facts about Christianity, Islam, Judaism, Hinduism and Buddhism, although there is some insecurity about the different faith traditions within Christianity itself.
34. Overall, the provision for spiritual, moral, social and cultural education is good. Provision for pupils' moral and social development is good and for spiritual and cultural development it is satisfactory. The high level of social ease in the school reflects the pupils' awareness of issues of right and wrong and these are pursued well in lessons and assemblies. There is insufficient emphasis, however on the opportunities for worship in the school day. This is an issue that needs addressing. The spiritual development of pupils is lessened by the missed opportunities in assemblies to pray and to reflect on concepts relating to human dilemmas and the created world. Given the very good provision made to display pupils' work alongside artists, musicians and historical characters, and thereby raise pupils' awareness of the world beyond their own experience, this represents an area for improvement.
35. The generosity of spirit shown by pupils is at times impressive. They are good at supporting those in need. This was particularly well demonstrated during the inspection when the pupils responded imaginatively and generously to the 'Comic Relief' appeal. The whole school concert/assembly that took place during the inspection week provided an excellent opportunity for pupils to show their dramatic, musical and organisational skills and their talent for dressing up, mimicry and comedy. They took their opportunities whole-heartedly, raised considerable amounts of money for the charity, entertained their peers and teachers well and yet maintained a very good sense of order and friendly self-control throughout.

36. Links with the community and opportunities to expand pupils' knowledge of the wider world are well taken. The school benefits from the involvement of many parents and friends of the school to support its work. Visits are arranged regularly to places of interest. A particularly impressive, indeed moving re-enactment, of the evacuation of school children during World War Two, not only drew on parental and grandparental support, but provided a rich opportunity to deepen pupils' knowledge and understanding of the period of history they were studying. Pupils' response to this provision was excellent, and it provided them with a wide range of learning opportunities as well as the chance to become more empathetic to the fears and feelings of others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS ?

37. The school makes satisfactory provision for the care of pupils and has very good procedures to promote good behaviour. Caring attitudes are well fostered throughout the school and pupils feel safe and secure. Relationships between pupils and the adults in the school are good and pupils and their families are well known. Pupils are very well supported when they enter the Reception Year. They settle in quickly and are able to make a good start to their schooling. Pupils with SEN are also well supported and make good progress.
38. Governors are closely involved in regular inspection of the premises and ensure that attention is given to aspects of safety. Provision for the security of the premises is good, although there are no systematic procedures for monitoring the effectiveness of the full policy for health and safety. Risk assessments have been carried out in line with the locally agreed guidelines. At present, there is only one member of staff with full first aid training. Further training for staff is needed to ensure that there are enough first aiders to treat accidental injuries both in school and on out-of-school visits. Good arrangements are in place for the supervision of pupils during their playtimes.
39. Arrangements for child protection are in line with locally agreed procedures and are satisfactory. In order to improve procedures the school should consider additional training for staff to recognise the signs and symptoms of abuse. It should also consider the introduction of a systematic record of concerns to facilitate monitoring. The school has plans to introduce a new scheme of work for personal, social and health education which will improve pupils' opportunities to develop personal responsibility and to learn how to protect themselves.
40. There is a consistent approach, throughout the school, to behaviour management and a strong focus on positive models. The emphasis on praise and encouragement is effective and pupils are very clear about the school's expectations. Good strategies are used to build pupils' self-esteem and self-confidence and a good environment for learning is established. There are good procedures to monitor the progress of pupils who have difficulty managing their own behaviour.
41. The school is successful in promoting good levels of attendance and the large majority of pupils arrive promptly for the start of the morning session. The school has satisfactory procedures for the systematic monitoring of patterns of attendance and lateness.
42. There have been some improvements in the assessment of pupils' academic performance since the last inspection and procedures are now satisfactory. There is a clear focus on what needs to be done to improve the use of assessment to raise standards but procedures are still at an early stage. There is very good practice in the

Reception Year, where systems are used well to inform planning and records of day-to-day assessments are used effectively to improve learning. This good practice provides a model for the rest of the school. At present there are no arrangements in place to assess pupils' progress in subjects other than English, mathematics, science and ICT and these need to be extended to cover the whole curriculum. Although information from the assessment of pupils' work is used to place pupils in learning groups, it is not used effectively to identify gifted and talented pupils or to plan work for the high achieving pupils. This is a weakness. A further weakness is the lack of procedures to record and monitor pupils' personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents have positive views of the school and the links between home and school are good. Parents say their children enjoy school, work hard and make good progress. They think the teaching is good and feel comfortable approaching the school when they have matters to discuss. Inspectors confirm these positive views. A small number of parents feel that the school does not work closely with them. They have concerns about the range of activities provided outside lessons, the information they are given about their children's progress and the work their children are given to do at home. Inspectors confirm that arrangements for homework could be improved but do not support these parents' other concerns.
44. Information provided for parents is good and they are well informed about the day-to-day life of the school. Parents of pupils entering the Reception Year are very well supported and are given good guidance about helping their children to learn at home. Good opportunities exist for informal contact between the Reception teachers and parents at the beginning and end of sessions, and these facilitate the sharing of information. Reading record books are also used as a good channel of communication in the early years at school. The school's 'open door' policy is appreciated and the large majority of parents feel welcomed into the school's community.
45. Good information is given about programmes of study each term and parents are able to support their children's learning well. However, there are weaknesses in the arrangements for homework. Some tasks are only set on an occasional basis and parents are not well informed about the work that is expected. The pupils' homework diaries are not fully used and parents do not have a regular homework timetable for guidance. Annual written reports give parents good information about their children's progress and the skills that they have acquired. Levels of attainment are reported for English, mathematics and science, and targets are set for future learning. Parents know what their children must do to improve.
46. Parents are active partners in the life of the school. Several parents give time to work as voluntary ancillary helpers in the classroom and they support pupils' learning well. Parents of pupils in Years 3 and 4 made an excellent contribution to a visit to Newhaven Fort. The visit was linked to pupils' study of World War Two. Parents dressed themselves and their children in the style of the time, which gave the visit a convincing sense of reality. This enriched the pupils' experience and made the visit even more exciting. Parents also support the range of activities outside lessons. For example, a group of parents run a Saturday morning football club at the school. The parents' association is active and well supported, and it raises valuable funds for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. Overall, the leadership and management of the headteacher and the key members of staff is satisfactory. The headteacher has been in post for 15 years. He was responsible for opening the new building in 1990 and has led the school during a period of considerable change. He provides strong and dedicated pastoral leadership that is generally much appreciated by the whole school community. The strong leadership of the deputy headteacher is strength of the school and she has made her mark in the time that she has been in post. Nevertheless, the overall educational direction of the headteacher, governors and senior staff needs to have a much stronger focus on improving the work of the school in order to be fully effective. The overall coherence and cohesion of the management systems need to be improved in order to enhance the capacity for overall school improvement.
48. The school has published a clear set of educational aims. These are available to all parents and are intended to direct the work of the school. The aims are met in many respects, although the school's capacity for developing each child's potential is, as yet, limited by a number of circumstances. A significantly high turnover of teachers has created a lack of continuity in teaching and learning and this consequently lowered staff morale. This corresponded with a decline in the results in the national tests for seven and eleven year olds in the core curriculum subjects, particularly in English. This has now been arrested, morale is much higher, and the inspection evidence shows that standards are beginning to improve. Nevertheless, there still remains much to do, especially with regard to the higher ability pupils.
49. The school's monitoring and evaluation of its own performance is unsatisfactory overall. Arrangements for monitoring classroom practice are not sufficiently robust and therefore they do not have sufficient impact on improving and maintaining the quality of teaching and learning across the school. The evaluation of teaching needs to be carried out more rigorously in order that teaching can have more of an impact on raising the standards of pupils' attainments. Target setting is not sufficiently ambitious, especially with regard to the higher attaining pupils. The school has set targets that are well below those that were indicated as appropriate by the Local Education Authority, and these do not provide enough challenge. The school is now making better use of its own analysis of assessment data in mathematics and science. More needs to be done in other curriculum subjects, particularly in English. Equally, insufficient account is taken of pupils' levels of prior learning, particularly with regard to the higher ability pupils.
50. Most teachers with responsibility posts have not yet had enough time to become fully effective. In some subjects, such as English and mathematics, successive co-ordinators have had a significant impact on implementing better curriculum planning. Nevertheless, most subject co-ordinators are unaware of the standards, across the school, in their respective subject. There is a tendency to focus on co-ordinating the provision and not on improving the quality of teaching and learning. There are few opportunities to have an impact on pupils' attainments within subjects, through a rigorous programme of monitoring and evaluation. Subject managers need to be more focused on school improvement, particularly the quality of teaching and standards of achievement. The co-ordinators have recently assumed the responsibility of managing a budget and this should increase their direct influence on the levels of resourcing.
51. Recently there have been a significant number of new governors appointed. The governing body is hardworking and committed, and it has actively been addressing its responsibilities for overseeing the work of the school. There is a commendable focus

on the overall welfare for all who work in the school, especially during the recent period of high staff turbulence. They have taken an active part in governor training and several governors visit the school regularly in order to gain first-hand knowledge of its work although, as yet, there has been no formal mechanism for reporting the outcomes. Governors are eager to act as the school's critical friend, but they are still insufficiently aware of the school's overall strengths and weaknesses. The governors have not yet developed sufficiently robust arrangements for monitoring and evaluation, and they consequently rely too much on their individual impressions. This means that their challenge lacks a cutting edge. There are sensible arrangements for sharing the workload through a committee structure, although the terms of reference for each committee need updating and giving a much sharper focus in order to empower their work.

52. The school has recognised that strategic planning is a weakness. It is over-complicated and there is an insufficient focus on changing classroom practice and, consequently, standards of attainment. There is a lack of strategic direction because of the need to deal with the pressing issues of the moment, and this has hampered the forward planning of the school. There are no mechanisms for monitoring and evaluating the progress and successes of the plan and, accordingly, no means of knowing that actions have been successfully completed. Likewise, the role of the school management team is not forward looking and it is currently more concerned with the day-to-day issues of running the school. The group needs a more strategic role, focused on raising standards across the school. While the professional development of the staff was previously driven by individual preference, it has become more forward looking and relevant. Training is now driven by whole school needs and there is better feedback of new ideas and developments to all the other members of staff. Performance management has been embraced and a policy is now in place. The practice of target setting is currently being implemented and appropriate supporting professional development identified.
53. The communication throughout the school has recently improved and it is now at least satisfactory. Following the recent high turn-over of personnel, staff are developing a good sense of teamwork and the delegation of responsibilities is satisfactory. Most parents feel that the school keeps them well informed, particularly in the Reception Year.
54. The level of funding is generous when compared with other schools nationally, with extra resources available through parents who give generously to the school. This extra resource has recently funded a mini-bus and some extra computers. Nevertheless, financial planning needs to be strengthened as the quality of the strategic planning is improved. While governors are carefully planning for reductions in the budget reserve, there is insufficient emphasis on planning for sustained improvement in the overall standards of education. The governors need to carry out more rigorous and systematic monitoring of the budget and become more active in evaluating the cost effectiveness of their spending decisions. Financial administration and control are good and the school makes sensible use of any specific grants and additional funding. The school successfully applies the principles of best value. When considering the standards of teaching and the achievements and progress of the pupils, the school provides satisfactory value for money.
55. The school has sufficient and appropriately qualified teachers in order to meet the demands of the curriculum. Nevertheless, the deployment of subject responsibilities is uneven and this has largely resulted from the significantly high turnover of the teaching establishment. The school's arrangements for the induction of newly qualified teachers

are not sufficiently rigorous, and this requires attention. The learning support assistants make a worthwhile contribution to pupils' learning, particularly in leading small groups, although they are not sufficiently involved in the whole class elements of literacy and numeracy strategies. The school has put in place a policy for performance management and this is currently being implemented.

56. The school's accommodation is good and there is sufficient space to meet the demands of the National Curriculum. The school caretaker and the cleaning staff do an excellent job in ensuring that the building provides a clean and safe environment. The school grounds are tidy and well maintained. Displays of pupils' work are of a high standard throughout the school and, in some instances, they are outstanding. The displays reflect a broad range of curriculum activities, and explore the work of a range of artists. The school has invested wisely in a good range of books and other learning materials and the school is generally well resourced for most subjects of the curriculum. However, there is a need to invest in, and organise, the science resources, update the RE resources and provide more outdoor play equipment for the Reception pupils.
57. The management of SEN is good. Careful records are maintained. Pupils are carefully monitored and support is given to teachers in order to support pupils with SEN. The school meets statutory requirements with regard to the SEN code of practice, all aspects of equal opportunities legislation, but not with regard to meeting all the requirements in all the acts of collective worship.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. To improve standards of work and the pupils' learning, the governors, headteacher and staff should:

- **give more attention to the prior learning of higher ability pupils in order to improve their overall progress by:**

- making effective use of assessment data, in all curriculum subjects, to inform lesson planning;
- raising teachers expectations;
- implementing and developing the role of a co-ordinator for higher ability pupils.

(Paragraphs 14, 26, 49, 50, 82, 90)

- **improve the standard of the weaker teaching in key stage 2 by:**

- improving teachers' subject expertise;
- improving the effectiveness of lesson planning;
- ensuring there is an appropriate level of challenge for pupils of all abilities, especially the higher ability pupils;
- making more efficient use of time in lessons;
- using assessment during lessons to improve pupils' learning;
- providing opportunities for teachers to observe good teaching so that they can improve their own practice.

(Paragraphs 20, 23, 24, 26, 27)

- **ensure educational leadership and direction is securely focused on realising sustainable school improvement by:**

- establishing a clear programme of school improvement;
- developing the role of the subject co-ordinators;
- clarifying the role and purpose of the senior management team;
- introduce a more rigours programme for monitoring and evaluating of teaching and learning.

(Paragraphs 48, 50, 51, 53)

- **improve strategic planning by:**

- making better use of the analysis of test data;
- reviewing the process by which whole school targets are set and achieved;
- increasing the involvement of governors in setting the school's targets and priorities;
- ensuring that the finances made available to the school are targeting the educational priorities.

(Paragraphs 52, 53, 55)

- **ensure homework is used in order to challenge and enhance pupils' pupils learning by:**

- establishing more effective methods of communicating with parents about their child's homework, for example by making better use of the home/school

diaries;

- setting a regular pattern of homework for older pupils.

(Paragraphs 27, 46, 80, 85)

- **provide a secure programme for teaching religious education.**

(Paragraphs 23, 30, 122, 123, 124, 125)

Other weaknesses that should be considered by the school.

- **ensure there are sufficient opportunities for collective worship in every school day.**

(Paragraphs 34, 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	22%	46%	24%	4%	4%	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	263
Number of full-time pupils known to be eligible for free school meals	N/A	2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	44

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.2

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
		2000	12	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	7	12
	Girls	22	19	19
	Total	34	26	31
Percentage of pupils at NC level 2 or above	School	97 (83)	74(78)	89(95)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	21	20`22	[]
	Total	33	32	34
Percentage of pupils at NC level 2 or above	School	94(78)	91(95)	97(90)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	13	14
	Girls	19	19	22
	Total	27	32	36
Percentage of pupils at NC level 4 or above	School	71(84)	84(93)	95(98)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	15
	Girls	17	19	20
	Total	28	33	35
Percentage of pupils at NC level 4 or above	School	74(76)	87(78)	92(93)
	National	70(68)	72(69)	80(75)

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	1
White	238
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	21.4
Average class size	21.9

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	512,754
Total expenditure	526,604
Expenditure per pupil	1,881
Balance brought forward from previous year	23,149
Balance carried forward to next year	18,299

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	263
Number of questionnaires returned	152

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	1	0
My child is making good progress in school.	47	46	3	0	4
Behaviour in the school is good.	40	52	3	0	5
My child gets the right amount of work to do at home.	27	55	13	3	1
The teaching is good.	49	47	1	0	3
I am kept well informed about how my child is getting on.	39	41	18	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	32	2	1	0
The school expects my child to work hard and achieve his or her best.	53	43	1	0	3
The school works closely with parents.	38	47	13	1	2
The school is well led and managed.	55	41	1	1	2
The school is helping my child become mature and responsible.	51	45	2	0	2
The school provides an interesting range of activities outside lessons.	30	40	19	3	9

NB: Percentages of responses are rounded to nearest integer, the sum may not = 100%
Percentages given are in relation to total number of returns, excluding nil replies.

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

59. Arrangements for the children's entry to school are flexible and depend on the occurrence of their fifth birthday in any particular year. Usually children who are to be five in the autumn term, begin school full-time in September preceding their fifth birthday. Other children attend either morning or afternoon until the beginning of the term in which they will become five. They then attend full-time. Good links have recently been established with the area play group, which completes an early years record of development. This assists the teaching staff with the children's introduction into school. Overall, the children's attainment is above expectations on entry to school.
60. Good links are established with parents. Meetings are held with them before the children begin school and children receive an invitation to visit the school before admission. These arrangements ensure that the staff are well informed about the children and the children settle readily to school. The school gives very helpful advice to parents about what the children are to study and makes suggestions about some of the activities which they can carry out with their children at home to support their school work on the selected themes. Parents are very responsive in following the ideas and in supporting their children. Their contribution assists in the good progress which the children make in school. A significant feature of the relationship between the school and the parents is the sharing of information. The school gives feedback to the parents of the individual assessment made of their children's capabilities at the end of the first half-term.
61. Good progress has been made in developing the provision for the early years children since the last inspection. Planning of the work is excellent and is based on the national guidance for young children's learning. Planning is thoroughly thought out, with an emphasis on clear learning intentions and the skills, knowledge and understanding which are to be developed. The curriculum skilfully blends and brings together different areas of learning and links them together so that the children's learning is securely based. Play activities are carefully structured so that pupils not only have opportunities to play imaginatively and determine their own thinking and choices, but also learn to work purposefully and in a focused way. Record keeping of the children's progress is thorough. Notes are made of significant elements of progress and these are carefully maintained and inform the next steps in learning. Particularly good records are kept of the children's progress in communication, language and literacy, personal, social and emotional development and in mathematics. The provision for, and the quality of teaching in, the Foundation Stage are strengths of the school.

Personal, social and emotional development

62. The children are well adjusted to school. They are secure in the school routines. On arrival in the morning, the children take off their own coats, hang them up on their pegs and begin their activities without any waste of time. When going out to play, or at the end of the day, they put on their own coats and make sure they have their own belongings. When they have finished their art work, they place their paintings on the art drying-rack. They put on aprons before engaging in messy activities and do this without being reminded. They tidy up when they have finished their activities and take

good care of their classrooms. They readily brush up the sand from the floor with dustpan and brush as a matter of course. When they are asked to stop activity they do so promptly and listen carefully to the next instruction. They play well together. They are very well behaved and respect the equipment. They can sustain an activity for a long time, share the toys and equipment and take turns. They help one another, as when a child is stuck when zipping up their coat. The children are very responsible and mature for their age. They attain levels in this aspect of their development above those normally found and exceed the national expectations. The quality of teaching in this aspect is very good. Routines are well established but not regimented, and the children are trained to take on responsibility for their classroom to which they respond fully. The children's achievements and progress are good.

Communication, language and literacy

63. The children make good progress in this aspect of their learning. This is particularly so because of the very good teaching and learning environment, but also through the co-operation of parents. They support the teachers by hearing their children read and practise the sounds of letters which the teachers ask them to. The teachers provide a stimulating environment with a good provision of books to interest the children, together with opportunities to listen to story tapes. The delightful relationships promoted by the teachers create a very positive atmosphere for learning. The children are highly motivated by the reading and writing activities, which are planned and taught, and by the very good print environment which surrounds them. Teachers make good use of other work such as that with 'ice balloons' and textured artwork to draw out from the children thoughtful use of language. Teachers constantly affirm and challenge the children in both formal and informal work and, as a result, many of the children engage in conversation freely or volunteer answers politely but confidently in more formal sessions. Their writing skills are good, and their speaking and listening skills very good. They listen very attentively to stories and to what is being said. They carry out instructions carefully and have a good comprehension. Some of the children are very articulate for their age. By the end of Reception Year, all children can recognise and write their own name. At least half the children know all their letter sounds. Half the children have made a start to writing independently and their intentions are clear. Letters are formed correctly. A few children write very well with joined script and, in sentences, use capital letters and full stops correctly. The children enjoy books. Some choose stories to listen to or to read during free choice activities. By the end of the Reception Year, the attainment of most children exceeds the expectations for the end of the Foundation Stage and their achievements are good.

Mathematics

64. The children's attainment is above expected levels by the end of the Reception Year. They make good progress and attain a good understanding because of the appropriate and interesting activities, in which the emphasis is on a practical approach to learning. The children handle real coins when counting and adding money and learn through fun activities, such as board games with a friendly but competitive edge. By the end of the Reception Year all pupils can count to ten and many to 20. They can count objects accurately. All can write their numerals to ten and half of them to 20. They recognise common two- and three-dimensional shapes such as a triangle, a rectangle, a cube and a sphere. Many can double numbers on a die. They can use 1p and 2p coins to make amounts of money to 10p. They sing number rhymes to reinforce the concept of 'take away' using real buns and taking the part of the baker. Lessons proceed at a good pace with a good variety of activities, which constantly challenge the children at

appropriate levels. They understand comparative terminology, such as 'longer' and 'taller', which they acquire through active involvement, and they have a good understanding of positional language. The quality of teaching is very good and the children make good progress.

Knowledge and understanding of the world

65. The school makes good use of visits and visitors to widen the children's general knowledge and understanding of the world. They visit a farm to milk the cow. The school nurse talks to the children about what she does, and others from the community talk about their work or of times gone by. The children learn about healthy and unhealthy foods. They can make different fonts and letter sizes on the computer and change their colour. They can manipulate the mouse and move toys in a playroom around the screen as part of their learning of phonics. They learn about the purposes of roots and shoots and the main parts of a plant. The children learn to appreciate other cultures, such as the celebration of the Chinese New Year. They gain a sense of old and new through looking at those toys that are currently fashionable and those which were popular in times past. There is a good link in the role-play area to help the children play out what they have learned and to deepen their experience further, such as in the 'toy shop'. They make good gains in their knowledge and their progress is good. Their attainment is above expectations by the end of the Foundation Stage.

Creative development

66. The children's attainment is well above expectations in this aspect of their learning and the work is of high quality. It is particularly well presented and respected by the teachers, always mounted extremely well, showing the work off to very good effect and valuing what the children have produced. The quality of teaching in this aspect is very good and the children make very good progress. Observational drawings of a single flower head, drawn during a lesson in the inspection, were extremely well proportioned and showed excellent perspective and detail. The children successfully reflected the tonal qualities by emphasising the lighter and darker parts of the flower in pencil. The teaching and outcomes of this specific lesson were of high quality with a very good level of challenge for the children. The teacher had excellent skills and brought the best out of the children by teaching technique, such as using the area of the paper effectively and drawing the children's attention to the shape and form of the flower. Good questioning posed problems for the children which they answered for themselves through the quality of their work, for example thinking through successfully how they would represent the larger petals at the outer edge. The children have good opportunities to experience a wide range of art activities in the Foundation Stage. These include two-tone block printing using a variety of techniques, textile work involving stitching, marbling, looking for line and pattern in nature and reflecting these in chalk outlines silhouetted against black, modelling with clay, designing an animal carrier, making robots from scrap materials with very good proportions, and creating textured surfaces and sculptures with paint and glue. In music they can name many percussion instruments and can identify the sound they make. They can identify fast and slow sounds. The children's achievements in this area of learning are high due to the very good teaching and the range of opportunities.

Physical development

67. The children make very good progress in their fine control of pencils, brushes and

paint spreaders and satisfactory progress in their larger movements and body co-ordination. The lack of external resources reduce their skills on apparatus and in such activities as climbing and balancing. They have appropriate use of wheeled toys such as trikes. The children have good pencil control and the quality of their letter and number formation is good. Their art work reflects the good quality of their fine motor control. The quality of teaching in this aspect is sound but the lack of opportunities for such development is a determining factor. The children make good progress in their fine skills and satisfactory in their gross motor skills. The teaching of this aspect is satisfactory.

ENGLISH

68. Standards in English are not as high as they were at the last inspection, although the results in the 2000 national tests show that pupils' reading skills at seven improved on those achieved in 1999. By the age of seven, the tests show that standards in reading are better than the national average, and they match those found in pupils in similar schools. However, pupils' writing skills are well below those found nationally and in similar schools. Too few pupils, aged seven, gained the higher grades in the national writing tests. By the age of eleven, the English results, overall, were in line with the national average, but were below those found in similar schools. When comparing the results with how well pupils had attained earlier, the figures show that the rate of progress was well below average. Again, too few pupils gained the higher levels at the age of eleven.
69. When comparing the performance of boys and girls, in the 1998 to 2000 national tests for pupils aged eleven, boys exceeded the national averages for their age group by a higher figure than the girls. There was no significance difference between the performance of the boys and girls during the period of the inspection. Pupils with SEN are well supported on their English tasks and although their skills are weaker than other pupils, they have very positive attitudes, especially with regard to reading, and they make good progress.
70. The skills of speaking, listening and reading are well developed throughout the school. Pupils' in Year 2 and 6 attain good standards. This represents a similar position to that at the last inspection. Pupils learn to listen closely to their teachers and follow instructions carefully. They readily join in discussions of shared texts, and teachers mostly give good encouragement and appreciate the quality of their answers. As a result, pupils try hard to explain their ideas clearly, using standard English. They have extensive vocabularies for their age and this helps their early reading skills. Pupils across the school become progressively more confident in speaking to a range of audiences in various different circumstances. By the age of eleven, they are confident in formally discussing and using technical terms in analysing texts. Many are confident in speaking to large audiences, for example in the school assemblies.

71. In reading, by the age of seven and eleven, inspection evidence shows that most pupils reach standards that are above average. This represents an improvement since the last inspection. Pupils receive good support from home. The reading records show the wide range of increasingly more difficult books they are reading. There is no common core reading scheme, but the school is well-resourced in reading material to interest and challenge the pupils. The teaching of phonics is carried out with skill. By the age of eleven, most pupils are enthusiastic, fluent readers who can talk about their favourite books and authors and who are developing good comprehension skills. The highest attaining pupils are extremely expressive readers. However, analysis of recent tests show that the higher skills of being able to infer and deduce meanings from what they read need to be developed if these pupils are fully to achieve their potential. The libraries are well positioned within the building and pupils use them well to retrieve information from books and to use computers to search the Internet for further information or to word process texts.
72. The teaching of writing in the infant classes reflects the school's recent emphasis on improving these skills. By the age of seven, inspection evidence shows that standards are above average. Work is well planned and appropriately based on the framework of teaching objectives in the National Literacy Strategy. The strategy has been effectively introduced by the school and appropriately adapted for the school's needs. An analysis of work from Year 1 and 2 shows that pupils complete an extensive range of writing tasks. Lower and average attaining pupils present their work well. These pupils try to use a richer vocabulary than found in many infant pupils and they are beginning to use the basic rules of grammar and punctuation accurately. Spelling is still a problem in their work but the phonic sense is obvious in misspellings such as 'tayel' for 'tail' and 'all was' for 'always'.
73. By the age of seven, the highest attaining pupils have completed a very good output of work. Their technical skills in using parts of speech and in the presentation of their work are good. The best pupils are developing well as independent writers and can create atmosphere and tension in their descriptive writing. One Year 2 pupil wrote:
- ... danger was about to begin. The lady was giving a warning that she could see a black, triangular fin.....
- Another seven year old in the middle ability set, in writing a 'blurb' for a favourite story, ably condensed his understanding of the plot and the character's reaction as well as his personal response to the story. The pupil wrote:
- Daisy got very lost because she was chasing butterflies. She got very scared and frightened....Daisy heard a rustling noys (sic). Daisy got to the river and saw her mum. I liked this story.
74. By the age of eleven, inspection evidence shows that standards in writing are broadly average. This represents a slowing down of progress as a result of the less secure teaching, and is a similar picture to the previous inspection. The lower attaining pupils are beginning to develop a more adventurous use of language, but still make basic errors in spelling and punctuation of work. Some, however, can write extensively, and turn poetic language into narrative prose as in the 'Highwayman' and 'Merlin and the Snake's Eggs' poems. In a Year 6 class, this sensitivity for language was well developed in work stimulated by the listening to the music 'Danse Macabre'. Pupils differentiated between 'evil' and 'light hearted' themes in the music and reflected this in their writing. One girl wrote:

.... the skeleton jiggled eerily like a devil in distress.

75. This interesting description was the result of good teaching in which the pupils were urged to refine and improve their original drafts. The raised level of expectation and the secure guidance provided to support pupils to improve their performance are features of the best teaching in the subject. As with all subjects, English and literacy work has suffered from the above average number of staffing changes in the past year. This impact has been lessened by good work undertaken by the new co-ordinator and the new deputy headteacher in restructuring the policy and scheme of work for English. Nevertheless, the effect of weaker teaching in the subject is also having an impact. The school has also begun improvements in the analysis of results, although teachers are not yet using them fully to inform the planning of work to be taught. The co-ordinator has begun a process of monitoring and evaluating teaching in classrooms and provides sound guidance for colleagues. This work needs to be extended, especially to support less experienced teachers who have yet to determine accurately the levels in demand of work asked of pupils of different abilities.
76. The teaching of spelling and handwriting is carried out systematically across the school. Overall, the standards achieved are in line with that which could be expected for pupils of a similar age.
77. The quality of teaching is satisfactory overall. In Key Stage 1 there is an equal proportion of good and satisfactory teaching. In Key Stage 2 the standard of teaching is more variable. This accounts for the slower progress across the Key Stage. Teaching ranges from very good to unsatisfactory, and overall it is satisfactory. Where the teaching is unsatisfactory, lessons are characterised by less secure subject expertise, weak time management and an insufficient level of challenge. This results in the pace of learning becoming slower and pupils making insufficient progress. There is a lack of diagnostic assessment and marking does not give pupils a sufficiently clear idea as to how pupils could improve their work. Where the teaching is good, lessons are characterised by clear planning, good subject knowledge and good questioning that helps children to think for themselves. The very positive relationships and the good management skills of the teachers ensure the effective motivation of pupils. This results in pupils working hard and enthusiastically in class.
78. Pupils have very positive attitudes to their learning and work well individually and together. The good support from learning support assistants ensures that pupils with SEN continue to enjoy the subject and achieve in line with expectations. However, they could make a more effective contribution during whole class teaching, where they are sometimes merely passive observers. Learning is less productive when the work that pupils are given does not match their levels of prior attainment. At such times they are slow to settle and become sluggish in their response.
79. Across the school, pupils' ability to use ICT to develop literacy is limited. Pupils do use the computers for word processing, but frequently opportunities are being missed. There are opportunities to practice literacy skills in subjects other than English, although this would benefit from more careful planning to make the most of all the opportunities, and equally to broaden the range of learning experiences across the curriculum. Homework is set irregularly and is not used effectively to challenge and consolidate the learning of pupils, especially in Years 3, 4, 5 and 6. Systems for assessment and recording have been improved, although it is too early to judge their impact. The school needs to make better use of assessment information in planning future work.

80. The school has set targets for pupils to achieve in their lessons and in the standardised tests at the ages of seven and eleven. Individual targets are appropriate for the pupils and they are shared with them and understood by them. However, although they represent a ten per cent increase on the results achieved in 2000, the targets set for the number of pupils to achieve at the expected Level 4, and the higher grade Level 5, in the tests in 2001 at the end of Key Stage 2 are lower than those indicated as being realistic by the Local Education Authority. The year 2000 cohort of pupils was much affected by staff changes and too few pupils achieved as highly as expected. The school is conscious of this and is giving considerable extra time and support in 'booster classes' to raise the success rate for the average and above average attaining pupils. Inspection evidence indicates that the school is likely to meet its targets, which will be in line with national averages and an improvement on the previous year's results. The challenge still remains to ensure more pupils attain the higher grades than previously and for writing skills to match those attained in speaking and listening and particularly, in reading.

MATHEMATICS

81. Pupils in Year 2 and Year 6 attain standards above those expected for their ages in numeracy and in all areas of mathematics (number, algebra, space, shape and measures and data handling); based on observations during the inspection. The 2000 national test results show pupils to be in line with the average at Year 2 when compared to all schools, but below average when compared to similar schools. At Year 6, test results show pupils to be above the national average but in line with the average when compared with similar schools. However, the test results show that the standards reached by the higher attaining pupils at Year 2 and Year 6 are below those expected of pupils at similar schools. Standards, measured against national averages, have fallen since 1997 by the end of Year 2, but standards show improvement by the time pupils reach the age of eleven. Standards for the higher attaining pupils, seen during the inspection, are not as high as they should be, especially in Years 3-6. The teachers do not expect enough of the higher ability pupils.
82. The attainment of boys, as shown in the 2000 national tests is well above that of girls, although there are more boys in the school. No significant differences between the performance of boys and girls were observed during the inspection. Overall, pupils with SEN, identified by the school, are well supported and make good progress. However, the school has identified a small number of very high attaining pupils in Years 3,4, and 5 and these are not challenged sufficiently.
83. By the age of seven, pupils have a sound knowledge of place value up to 100. They can add 10 to a single number. They are confident in using coins to add and subtract numbers up to 100, about a 30 per cent can recognise halves and quarter numbers. They know the properties of two dimensional and three dimensional shapes, and can use a ruler to measure with some accuracy. By the age of 11, pupils are increasingly confident about making calculations in their heads, and they can solve more complicated written problems. They can check their calculations using the memory function on a calculator. Across the school, pupils are not confident in their explanations of mathematical processes.
84. The quality of teaching and learning throughout the school is satisfactory. This could be improved. In the lessons seen in Year 1 and Year 2 teaching is good. In Years 3 and 4 teaching is also good. In Years 5 and 6 it is satisfactory overall. Whilst some of

the teaching in Years 5 and 6 is good and satisfactory, a significant amount is poor. In the good lessons pupils are challenged to solve problems. They have the confidence to attempt solutions and try alternatives after discussion with their peers. Pupils are assessed several times during the lesson and the teaching is adapted depending on whether pupils have understood or not. Pupils use calculators effectively to check their calculations. In the least successful lessons, in Year 6, lessons are not structured to keep pupils' interest, activities are not used to stimulate the imagination of pupils and pupils are not encouraged to take on more challenging work. In these lessons, the expectations of pupils' work and behaviour are low. Across the school, homework is set irregularly and it is not used to challenge and consolidate the learning of pupils especially in Years 3,4, 5, 6.

85. Most teachers are familiar and secure with the National Numeracy Strategy. This is applied effectively in most lessons and has established a clear basis for planning that allows teachers to help the pupils in their learning. Pupils have good language skills and teachers' planning includes specific vocabulary for the mathematical ideas within the lesson. However, teachers overestimate pupils' mathematical language skills and opportunities are lost for development. In both Years 2 and Year 6, pupils are not sufficiently encouraged, through questioning, to explain their ideas in appropriate specialised language. Where mental mathematics is part of a lesson, it is carried out satisfactorily and pupils are challenged by their teachers to respond at a brisk pace. The main teaching activities, in which pupils practise their skills, are mostly carried out effectively. From Year 1, most pupils show considerable independence in their work. Activities are well matched to the abilities of most pupils. They are insufficiently matched to fully challenge the higher attaining pupils, especially in Year 6. The highest attaining pupils are also insufficiently challenged.
86. In all areas of the school, pupils' ability to use ICT to develop their mathematical knowledge is limited. Pupils do input simple numerical data into charts but there are few opportunities for them to use more complicated challenges. There are opportunities to develop mathematical understanding in other areas, such as geography, where pupils take regular weather recordings.
87. Teachers collect a considerable amount of information on pupils' attainment. A careful study is made of the results of annual tests to ascertain pupils' strengths and weaknesses. These clearly identify areas to be addressed in the teaching. This information is not used sufficiently to set challenging targets for pupils. Indeed the school targets for 2001 agreed between the school and the Local Education Authority are not sufficiently challenging. Whilst there are individual good examples of assessment in lessons to improve pupils' learning this is not consistent in all classes.

88. The school has made satisfactory progress since the last inspection. The subject co-ordinator, together with most of the teaching staff, is new in post. She leads by example, but as yet has not had time to make a significant impact on standards in the school. The role of the co-ordinator is not sufficiently targeted on raising standards of pupils' achievement.

SCIENCE

89. Attainment in science is above that found nationally for pupils aged seven and eleven. This is a similar judgement to that of the last inspection. In 2000, the attainment of pupils aged seven, based on teacher assessment, was above the national average for both the percentage of pupils reaching the national average and for those reaching the higher level. The picture was the same for pupils aged eleven. For both groups of pupils the standards attained were the same as those found nationally in similar schools. Since 1997, standards in science for pupils in Year 6 have remained above the national average, although the difference has been gradually diminishing since 1998 when attainment was very high. The school has not been keeping pace with rising national standards, as the number of pupils attaining higher than expected levels has not been increasing sufficiently. Inspection evidence indicates that the attainment of pupils currently in Years 2 and 6 remains above the national average, with a particular strength in investigational work. Pupils throughout the school are given many opportunities to carry out their own experiments and learn scientific principles through a practical approach. This is working well to improve their knowledge and understanding of science, as well as making their work more interesting, enjoyable and relevant. Pupils with SEN make good progress as can be seen from last year's Year 6 national test results when all pupils reached the expected level. The progress of other pupils is less secure, with higher ability pupils not being given sufficiently challenging work to reach their full potential.
90. By the age of seven, pupils know about the properties of a range of different materials. They can identify natural and man-made materials in the world around them. Through their many good quality investigations, they know which materials are magnetic or can change shape when twisted, stretched, squashed or bent. They know that some changes to materials are permanent and cannot be reversed, whilst others are reversible. This was well demonstrated in various experiments with eggs, ice cubes and chocolate. Pupils know that when an egg is boiled it changes permanently, but that melted chocolate can be cooled and returned to its previous form. Many of their investigations are imaginative, such as making an umbrella for 'Barnaby Bear'. The pupils tested a range of materials for resistance to water, to find the one most suitable, and recorded their findings accurately in a bar chart. They can predict possible outcomes before commencing an experiment and are able to draw sensible conclusions from the results they obtain.
91. At the age of eleven, pupils have a good understanding of the need for fairness in their investigations. This was clearly seen in a Year 5 and 6 lesson on evaporation. Pupils knew that the quantities of water to be added to the salt and the ink had to be the same for the test to be fair. They were also able to write their own hypotheses concerning the outcome of the experiment and draw sensible and thoughtful conclusions at the end. Pupils conduct thorough investigations into solids, liquids and gases to find their properties. For example, they found that air had weight by filling a balloon with air, against a deflated one, and balancing it on a wire coat hanger. Their experiments with shadows were well designed and carefully completed, with pupils making many interesting observations and coming to correct conclusions. Pupils know about health

and hygiene through their research into the lives and works of famous scientists such as Jenner, Lister, Fleming and Pasteur. They have been taught all aspects of the science curriculum by the time they leave the school although opportunities to extend the knowledge and understanding of the higher ability pupils are sometimes missed.

92. The quality of teaching is at least satisfactory, and often it is good or better. Teachers plan their lessons carefully and share the lesson objectives with pupils at the start of lessons. The correct scientific vocabulary is suitably stressed and pupils, from an early age, learn to use it appropriately. Planning of extension activities for higher ability pupils is not so good, and these pupils are not always challenged as much as they could be. Teachers manage their pupils well. They create a good working atmosphere in the classroom that helps pupils to concentrate on their work without interruption. Pupils respond very positively and behave well at all times. Many show eagerness to learn and are fascinated by the work provided. This was clearly seen in a Year 3 and 4 lesson about magnetism. The pupils worked extremely well together and were most excited about the experiment they were conducting to find the strength of a selection of different magnets. Many lessons are introduced in a lively and imaginative manner, with pupils being set challenges to interest them. A very good example of this was a Year 1 and 2 lesson on materials. The teacher had assembled a superb range of resources for pupils to use in their investigations about forces and the pupils were immediately eager to start work. They worked very well together in groups and thoroughly enjoyed the activities provided, especially the effects of a stretching force on a pair of tights and of a squashing force on bananas. Teachers have good subject knowledge, which enables them to make useful teaching points and help their pupils learn new concepts securely. Pupils have a mature attitude to their work and are keen to succeed. Work is neatly presented and pupils take an obvious pride in their achievements. This was particularly noticeable in Year 5 and 6 where pupils had produced their own booklets about famous scientists, which had been well researched and carefully made.
93. The science scheme of work is based on a two-year cycle to ensure that all aspects are covered at three different levels as pupils progress through the school. The new subject co-ordinator has firm plans to improve the level and accessibility of resources. Assessment procedures are good and the analyses of test data are used well to help identify areas of strength and those in need of further input to raise standards. The use of ICT, to support learning in science, is an area yet to be fully developed.

ART

94. During the last inspection the standards in art were satisfactory and the teaching was generally sound. While the subject was not taught during the week of this inspection, the work that was on display and that to be seen in pupils' books and folders, indicates standards in Year 2 are in line with the national expectations. However, in Key Stage 2, progress begins to slow and the standards in Year 6 are only just in line with the national expectations. This represents a similar picture to that reported in the last inspection. As the subject was not taught during the period of the inspection, there can be no judgement made about the quality of the teaching.
95. Work in Key Stage 1 shows that pupils use a wide range of media and learn to explore the advantages and disadvantages of each. They have a good understanding of colour-mixing and use varying shades to produce a pleasing effect. A display featuring the work of artist Andy Goldsworthy, explored his method of sculpturing by using materials found in the natural environment. Pupils in Years 1 and 2 had made their

own sculptures by using materials they had collected, arranged and subsequently embedded in a resin glue.

96. Pupils in Years 3 and 4 have sketch books that show evidence of sketching in order to explore the qualities and potential of materials, for example pastel and the varying properties of pencils. Pupils have completed some good work depicting their observations of the natural world. Artwork is applied across the curriculum, for example in pupils illustrating their own writing. Pupils make colourful masks to accompany studies of foreign cultures, sketch during visits to places of interest and record their fieldwork. There are examples of good observational drawings that seek to capture the form of the chosen objects using pastel. Topic folders show delicate watercolour work, inspired by the paintings of Monet. Pupils have painted the covered Pergola and the water lily ponds from Monet's representations of his garden at Giverny. In Years 5 and 6, pupils explored the work of Cezanne, producing their own still life portraits as a result of learning about the genre from the work of the artist. However, there are few examples that show how pupils are responding to aesthetic ideas and how they evaluate and develop their work. Currently there are limited opportunities for three dimensional work.
97. The art co-ordinator is newly appointed and her role has yet to be fully developed. The influence of the co-ordinator has been limited by her short time in post. Nevertheless, at the time of the last inspection there was no scheme of work and this has improved by the school adopting the national guidelines. There is a well-attended art club run as an extra-curricular activity. This provides a good opportunity for developing pupils' sense of enjoyment to be gained through the subject.

DESIGN AND TECHNOLOGY

98. Only two lessons in design and technology were observed during the inspection. From these, looking at teachers' planning, talking to pupils and a scrutiny of work on display, the standards attained by pupils aged seven and eleven are as expected nationally. This is a similar judgement to that made in the last inspection. All aspects of the subject are taught over time and, when appropriate, the teachers make useful links to work in other subjects to make the designs more relevant and interesting to pupils. For example, the Year 5 and 6 pupils work in designing and constructing a virtually full-sized Celtic Round House. This had particularly strong links with their history studies and brought the subject to life in an imaginative way.
99. From an early age, pupils learn the correct design and making process. They use design sheets to put down their ideas and consider suitable materials to use. After making their product they evaluate it and consider ways in which it could have been improved. Pupils in Years 1 and 2 successfully improve their cutting and joining skills by making a multicoloured coat for Joseph. They use card and add a coat design they had produced with a painting program on a computer. These were attractively made and the pupils were justifiably proud of their efforts. They also use construction kits and other materials to make working winding mechanisms to their own designs. Pupils make well-designed masks, incorporating eyes that light up most effectively. This shows their understanding of simple circuits and good links to the science curriculum.
100. In Years 3 and 4, pupils make a good variety of moving mechanisms from card using levers, springs, flaps and pop-up effects. They work most carefully and safely and have good skills in cutting, joining and sticking. In this lesson, pupils behaved in an exemplary manner and worked most diligently and with a high level of interest. Pupils

in Years 5 and 6 use food technology to make bread and vary the recipe to make it more to their taste. This usually consisted of adding chocolate, sometimes in fairly large quantities, and their final evaluations showed that they thought the new recipes a great success. Their work constructing a Celtic Round House, following a visit to the Butser Farm, is of a good quality, as is their weaving on a Celtic loom. One aspect of the subject still to be developed is the use of control technology to operate the models they make using construction kits.

101. The quality of the teaching seen during the inspection was good. Teachers plan their work well and are most careful to address any health or safety aspects. For example, the Year 5 and 6 pupils were taught about hygiene in the kitchen before embarking on the manufacture of their bread. Teachers manage their pupils well and create a productive working atmosphere that helps pupils concentrate and learn effectively. For instance, in a Year 3 and 4 lesson about making moving mechanisms, the teacher was very well organised and had planned the lesson to meet the needs of all pupils. In this lesson the relationships and behaviour were extremely good and pupils persevered with the work, with the result that they made very good progress. They were enthusiastic and willingly talked at length about their work. Systematic methods of assessing and recording pupils' understanding and skills have yet to be developed.

GEOGRAPHY

102. During the period of the inspection, no lessons in geography were observed. From reviewing teachers' planning, talking to pupils about their geographical knowledge and understanding, and scrutinising the quality of written work, standards by the ages of seven and eleven are in line with the national expectations. In the last inspection standards were higher in Year 2, although they were the same, as the current inspection, in Year 6. It was not possible to make a judgement about the quality of teaching.
103. In Year 2 pupils follow the travels of an imaginary bear. Pupils trace his journey through Japan, Singapore and America. The journeys are plotted on a world map. Pupils decide on the luggage suitable for his travels in different climates. In Years 3 and 4 pupils study the local area. They contrast this with another area. They keep weather records, which involved them in careful recording of numerical data. In Year 6 pupils are challenged to provide water for an imaginary village. They make use of ICT by entering data into a spreadsheet and using CD-ROMs to access information.
104. The co-ordinator is new to the post, is clear about priorities for development, but has yet to make an impact on standards. An annual residential trip is available to pupils in Years 5 and 6, during which they complete geography work.

HISTORY

105. Overall, the standards are better than those attained during the last inspection. By the age of seven, standards are in line with the national expectations. Progress in Key Stage 2 is good and, by the age of eleven, pupils attain standards that are higher than the national expectations. This is an improvement on the standards that were previously achieved in Year 6. This is largely due to the consistent planning of teaching and the higher expectations of the teachers.
106. By Year 2, pupils develop their knowledge and understanding through the lives of

people in the past, such as Florence Nightingale. They become familiar with historical objects from Victorian and Edwardian times, through exploring the displays around their classrooms. This is continued into Years 3,4,5 and 6, where pupils learn about World War Two. They can use time-lines over short periods in order to sequence the events of the war. They engage in imaginative role-play where they are 'evacuated' to a known place in the country on a school visit. They study the effects of the war on the local area around East Grinstead. Pupils are aware of the significance of a range of artefacts, which are used as historical evidence. In Years 5 and 6, pupils compare Roman and Celtic ways of living. Some construct a Celtic house using wattle. Pupils understand and compare different written accounts of historical events. They investigate what can be found out from the archaeological find of a Celtic brooch. By Year 6, pupils can collect and organise information from a variety of sources, including the Internet and CD-ROMs, to present their own accounts of events and lives.

107. The quality of teaching is at least satisfactory, and sometimes it is good. Teachers have a sound knowledge and understanding of the periods that are being studied. Planning is good and this ensures that pupils receive their full curriculum entitlement. There is a good balance between conveying information and providing the opportunities for the pupils to find out things for themselves. Teachers convey their enthusiasm for the subject and this is actively communicated to the pupils. They pose positive and challenging questions. The imagination of pupils is extended through pupils role-playing such events as the evacuation of children in World War Two and through visiting sites of historical interest. Language skills are developed when the Year 6 pupils research information about Queen Boudicca. Pupils compare alternative accounts of her life and apply their skills of historical enquiry and interpretation.
108. The subject is led satisfactorily. The co-ordinator has been recently appointed and has not yet had enough time to have an impact on the course. There is a very good collection of artefacts from which pupils can have a direct experience of historical evidence. Good use is made of the local library service to supplement the schools resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. By the age of seven and eleven, standards in ICT are in line with the national expectations. All aspects of the subject are taught over time, although some are covered in much greater depth than others. For example, word processing skills are particularly strong, whereas work in control technology is still at an early stage of development. This is a similar judgement to the last inspection, when control technology was also mentioned as an area that required attention. There is at least one computer in each classroom and a set of four computers in the library that have Internet access. The school also has a number of laptop computers for teachers to use, and pupils sometimes use these in their ICT lessons. This means that, unless teachers make a special effort to organise the resources in one place, all the teaching has usually been done in the classroom, with pupils sitting round one computer. The recent use of a projector linked to a computer so that pupils can see the screen more easily is proving beneficial in teaching new skills more effectively. However, pupils may still have to wait a week or more for their turn on the class computer to try out the new skills they have been taught in the lesson.
110. Pupils in Years 1 and 2 can successfully use a computer for word processing and know how to change the font style and size. They can program a floor robot to follow simple instructions about direction and distance, and use a mathematics program to help them improve their number work. Work is often linked to other areas of the

curriculum. For example, as part of their design and technology work designing and making a coat of many colours for Joseph, they used a graphics program to produce attractive multicoloured designs for the front of the coat. They were very proud of these and eager to use them in the lesson. By the time pupils reach Year 6, they have a very good understanding of the various options available for word processing, and confidently use them to produce work of a high quality. They can design and assemble their own multimedia presentations, including moving pictures and text to make their presentation more eye-catching. Pupils know how to create and interrogate a database about their class. They can edit, print and save their work. They can successfully use the Internet and CD-ROMs for research and know how to use the e-mail facility to communicate with others in this country and abroad. Pupils have a very good understanding of ICT in the wider world and its impact on daily life. There have been limited opportunities for them to use control technology to operate other devices and to monitor external events using suitable sensors as the school has few resources to support such work. However, there are firm plans to improve the provision in the near future and help pupils make good progress in all aspects of the subject.

111. Two lessons were observed during the inspection, but from these, looking at teachers' planning, and talking to pupils, the quality of teaching is at least satisfactory. In the lessons seen the teachers displayed a good knowledge of the subject. This enabled them to explain the work well and to troubleshoot any problems that arose. In a Years 5 and 6 lesson, the teacher made good use of the projector to share pupils' work with the rest of the class, and had also made great efforts to ensure that all groups had a computer to use. This meant using the school's laptops which are not ideal when there is more than one pupil using the same machine. Despite this the pupils worked very well and made good progress in developing their multimedia presentations in the course of the lesson. They were extremely proud of their efforts and a real buzz of excitement was evident as they worked with good concentration on their productions. Pupils are very enthusiastic about using ICT in school and work well together in pairs and small groups, often giving each other good support and encouragement. Pupils behave very well and handle all equipment very carefully. During the inspection very few pupils were seen using the class-based computers to either practise their ICT skills or to enhance their work in other subjects. There were a limited number of displays of pupils' work in ICT.
112. More careful planning of the curriculum would give all pupils a greater depth of understanding in all aspects of the subject as well as more opportunities to use new technology and computer skills to support learning in other subjects. Assessment and recording procedures have recently been put in place. However, they are not yet sufficiently developed in order to help teachers monitor standards and plan suitable future work for pupils.

MUSIC

113. By the ages of seven and eleven, pupils' attainments are in line with national expectations. Pupils receive a good range of musical experiences and they make satisfactory progress across the school. This represents a similar position to that at the last inspection.
114. Pupils Year 2 can sustain a steady rhythm, read a graphic score and follow quite complicated rhythmical patterns accurately. They understand the concept of long and short notes and can identify different types of sound such as the ticking, chiming and

alarm sound of clocks, and then use this knowledge to replicate clock effects with instruments. They choose suitable instruments, such as the wood block for ticking and the triangle for the alarm. Pupils in Year 6 can sing with a good tone and understand technical vocabulary such as pitch and rhythm. When singing unaccompanied they can keep together and maintain a steady pace. They listen attentively to music in both Key Stages and give appropriate suggestions for the mood evoked. Year 4 pupils can maintain the tempo of their singing. In one lesson, they demonstrated this skill when they responded to a symbol held up by the teacher to stop singing, but were asked to continue the song in their mind. They were asked to re-commence singing, when shown another symbol, at the appropriate point of the song they had reached in their mind. The pupils were able to do this well. They were in unison when they recommenced singing because they had maintained the tempo well in their minds.

115. In the two lessons seen, the quality of teaching was good. Lessons proceed with a good pace and maintain pupils' interest. There is a good balance of discussion, instruction and musical activity. Relationships with the pupils are good and the approach ensures that the lessons proceed at a good pace. Pupils in all lessons are participative and co-operative and work together well as a class or in groups. They respect the instruments and usually share resources fairly, although a few pupils in Years 1 and 2 find this difficult. Pupils are very well behaved throughout. Resources were easily accessible and were used effectively.
116. The scheme of work for the subject is appropriate. The co-ordinator gives helpful support to her colleagues, as and when it is requested. A range of musical activities is offered for pupils as extra-curricular activities, which include a singing club and a choir. Specialist peripatetic teachers for violin and guitar provide tuition for some pupils on a fee paying basis and about 24 pupils take advantage of this provision. Resources for the subject are satisfactory.

PHYSICAL EDUCATION

117. By the age of seven and eleven, standards attained in physical education are in line with the national expectations. This is a similar judgement to that of the last inspection. Only dance and gymnastics lessons were observed during this inspection but, from looking at teachers' planning and talking to pupils, it is clear that all other aspects of the subject such as swimming, athletics, games and adventurous activities are also taught. Commendably, despite the recent appropriate focus on literacy and numeracy, the school has succeeded in maintaining the provision of suitable physical activities for all its pupils.
118. Pupils in Years 1 and 2 understand the importance of using correct warm-up activities at the start of each lesson and learn the beneficial effects of exercise on their bodies. In gymnastic lessons, they use space well and show good imagination in devising movements and sequences. They are very willing to demonstrate their performances and can evaluate both their own work and that of others, suggesting appropriate improvements that could be made.
119. In Years 3 and 4, pupils can devise their own movements to a given theme and match them well to the mood and rhythm of the music. This was clearly seen in one dance lesson where the pupils were working on a flying theme, suitably linked to their history studies of World War Two. From working individually they then moved on to working in pairs and later in groups. They carried the theme successfully through all these stages, sharing their ideas and working very well together, incorporating gliding,

soaring and twisting movements to produce an interesting and effective dance. In gymnastics, pupils in Years 5 and 6 can work in threes to develop a range of interesting symmetrical balances on large apparatus. They co-operated well in the lesson, but had insufficient time on the apparatus to successfully refine and develop their ideas. They have the opportunity to go on a residential school journey each year and participate in outdoor and adventurous activities, such as abseiling, canoeing, archery and climbing. Pupils thoroughly enjoy these trips and talk with great enthusiasm about their experiences, particularly some of the problem-solving activities involving water. Pupils learn to swim, and by the time they leave the school, the great majority can swim at least 25 metres and are confident in water.

120. The quality of teaching is mainly satisfactory, with one good lesson observed. Teachers manage their pupils well and behaviour in lessons is good. A brisk and appropriate warm up at the start of each lesson is followed by the main learning activity. Time in gymnastics lessons is not always used effectively when teachers have pupils queuing up for their turn on the apparatus, thereby limiting the opportunities pupils have to develop their movements and sequences. However, in the dance lesson seen, time was used well and pupils were kept active throughout the lesson. All pupils dress correctly for lessons and teachers fully address all health and safety issues.
121. The curriculum for pupils in Key Stage 2, is enriched through a number of extra-curricular activities, such as football, table-tennis and dance. The school holds an annual sports day that is well attended and much enjoyed by parents. Pupils take part in a good range of competitive sports against other local schools. For example, they play in cricket, rugby, rounders and football tournaments as well as participating in the area athletics meeting each year. The school has met with a good measure of success in these events over the years, and some pupils have gone on to represent the school at higher levels. Although the school is following a new scheme of work, it provides insufficient guidance in teaching the development of skills to help those teachers who are not very confident in teaching physical education. Assessment and recording procedures, to help monitor standards of attainment, are not yet in place.

RELIGIOUS EDUCATION

122. During the previous inspection, the standards and the teaching in religious education were judged to be satisfactory. In this inspection it was not possible to judge standards as there was little RE planned for the week of the inspection and there was not much work in evidence. However, from the limited evidence available, looking at pupil's work and holding discussions with pupils about their knowledge and understanding, indications are that the subject is not afforded sufficient time and status within the curriculum. Pupils can recall basic knowledge, although some have forgotten what has been learnt in a very short space of time. This results from the work not being linked to a broader base of understanding or their framework of experience. By Year 6, pupils know some basic facts about Christianity, Islam, Judaism, Hinduism and Buddhism, although there is some insecurity about the different faith traditions within Christianity itself. More work needs to be covered if the pupils are to fully meet the requirements of the Local Agreed Syllabus.
123. Teaching was only observed in Key Stage 2. The standard ranged from satisfactory to poor, and it was unsatisfactory overall. Where the teaching is weak, lessons lack clear learning objectives and they are more concerned with what the pupils will do than with what they will learn. Teachers' subject expertise is only sufficient to teach from a lesson script and this means they are unable to cope with any questions that the

pupils ask. Questioning deals with factual recall, but does not extend pupils' levels of understanding and is not related to their experience. Teachers have poor control, and on occasions, struggle to keep the pupils' attention. In one lesson, the pupils were set a task that added nothing to their understanding. They were required to copy out a Jewish prayer on a pre-printed work-sheet. As many finished early they spent the rest of the lesson waiting for attention. There was not enough challenge, especially for the pupils with higher ability. Pupils were not impressed and saw the subject matter of little importance.

124. Where the teaching is better, planning is satisfactory, although it needs to sharpen the objectives in order to improve the level of challenge and act as a bias for assessment. Teachers have a sound understanding of the subject, and explanations are generally satisfactory, using some helpful illustrative artefacts. In a Year 5 and 6 lesson, the subject was taught through drama. Pupils worked in groups and there was generally a good level of collaboration between them. The pupils prepared a dramatic version of religious miracle (Hindu or Christian, their choice). They demonstrated a satisfactory understanding of religious stories from both faiths with some depicting Jesus walking on the water and others events from the life of the Hindu gods. The teacher listened carefully to the pupils and made some helpful suggestions about how they could refine their work. The pace of learning was generally satisfactory.
125. The school follows West Sussex Agreed Syllabus for Religious Education. The co-ordinator has made a good start on subject planning, although more needs to be done to ensure there is effective planning for progression. There has been insufficient monitoring and evaluation of the subject. Assessment and recording is at a very early stage of development.