

# INSPECTION REPORT

**NORTHIAM CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Rye

LEA area: East Sussex

Unique reference number: 114516

Headteacher: Mrs L Worsley

Reporting inspector: Paul Missin 19227

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> July 2001

Inspection number: 234985

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Main Street Northiam Rye East Sussex TN31 6NB
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Appropriate authority:	The governing body, Northiam CEP School
Name of chair of governors:	Mr M Phillips
Date of previous inspection:	November 1998

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19227	Paul Missin	Registered inspector	Mathematics, information and communication technology, physical education. Equality of opportunity.	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9446	Helen Griffiths	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23434	Marie Gibbon	Team inspector	English, religious education, art and design, geography. Special educational needs.	How good are the curricular and other opportunities offered to pupils?
18084	Judith Howell	Team inspector	Science, design and technology, history, music. Children in the Foundation Stage.	

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

### **INFORMATION ABOUT THE SCHOOL**

Northiam Church of England Primary School educates boys and girls aged four to 11 years. There are currently 120 pupils on roll, 58 boys and 62 girls. This is smaller than most other schools of the same type. Three pupils are from minority ethnic backgrounds (2.5 per cent), and none speaks English as an additional language. This is lower than most schools. Fourteen pupils are known to be eligible for free school meals (11.6 per cent). This is below average. Twenty-nine pupils are on the school's special educational needs register (24 per cent). This is broadly average. Six pupils have statements of special educational need (five per cent). This is well above average. During the last school year, ten pupils joined the school other than at the usual time of first admission, and seven pupils left other than at the usual time of transfer. The youngest 18 children are in the Foundation Stage and they are taught in the Reception class with pupils from Year 1. When they first enter the school, most children are achieving average standards for their age. When the school was first inspected in February 1997, it was judged to require Special Measures but the school was removed from Special Measures following a visit by Her Majesty's Inspectors (HMI) in November 1998.

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

Northiam school is an effective school which provides satisfactory value for money. Pupils in Year 2 attain above average standards in English and science, but the high proportion of pupils with special educational needs in Year 6 limits this group's capacity to reach national standards. Pupils with special educational needs make good progress towards their own learning targets. The quality of teaching across the school is good and, since her recent appointment, the headteacher has provided good leadership. The governing body gives sound support to the school's management.

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

- The good teaching across the school, which has some very good features, ensures that pupils' learning is promoted well.
- The above average standards in English and science in Year 2 are achieved by the good teaching and the well planned curriculum.
- Provision for pupils with special educational needs is good, and the inclusion of all pupils is very impressive.
- Pupils' good attitudes to school, their good behaviour and the strength of their relationships help the school to function well as a caring community.
- The good provision for pupils' moral and social development raises pupils' self-esteem and successfully encourages them to accept the responsibilities that they are given.
- The positive promotion of the partnership with parents encourages their support and aids the progress that pupils make.

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

- The standards achieved at the end of Year 6 in English, mathematics, science, information and communication technology, religious education, geography and art are too low.
- Procedures for assessing pupils' attainment and progress are not fully developed across all areas of the curriculum.
- Insufficient use is made of existing assessment data to provide specific learning targets for pupils, or to provide a clear view of the progress that pupils make as they move through the school.
- The role of the subject co-ordinators in supporting and evaluating teaching and learning in their subjects and monitoring the quality of pupils' work is insufficiently developed.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since it received its last full inspection in February 1997, the school has made sound overall improvement. Very good progress has been made in enhancing the quality of teaching. The very high proportion of unsatisfactory teaching evident in 1997 has been removed. All teaching is now at least satisfactory. Good improvement has been made in adapting the school's work to the special educational needs Code of Practice and in improving relationships with parents and the school community. Very good progress has been made in improving provision for children in the Foundation Stage. However, some key issues have not yet been fully addressed. There are still minor issues relating to child protection and the school has not been able to raise the standards in several subjects at the end of Key Stage 2. However, standards achieved in the Key Stage 2 tests in English,

mathematics and science were above and well above average in 1999 and 2000 and the below average attainment is a feature of the current Year 6. The improvements noted in the HMI report of November 1998 have been maintained, although the key issue relating to raising standards in all aspects of English and information and communication technology at Key Stage 2 has not been fully met. Good improvement has been made in 2000 in improving scores in the national tests at Key Stage 1. The good leadership of the headteacher, the good quality of the teaching across the school and the sound support provided by the governing body mean that the school is soundly placed for these improvements to be continued.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	B	B	A	well above average A above average B average C below average D well below average E
mathematics	D	A	A	A	
science	B	B	A	A	

The table shows that standards for the last two years have been above and well above those found in all schools. In 2000, the results of tests in English, mathematics and science were well above those expected in similar schools. In 2000, the school exceeded its targets for English and mathematics by a considerable margin. However, the findings of this inspection are that the current Year 6 group are achieving significantly lower standards in all areas. At the end of Year 6, pupils are achieving standards that are below the national average in English, mathematics and science. Features that are peculiar to the current Year 6 group explain the significant difference between current and previous levels of attainment. This group has a higher proportion of special educational needs (42 per cent) than any other group in the school, and several of these pupils have significant levels of need. The class has suffered from high mobility of pupils, and from a lack of consistent teaching and they also received some of the unsatisfactory teaching reported in the 1997 inspection. All these factors limit the group's capacity to reach national standards. These judgements are broadly in line with the preliminary results of the 2001 national tests. The school is not likely to meet its published attainment targets in English and mathematics for 2001. Current standards are also below average in information and communication technology, religious education, geography and art and design, and average in history, music and design and technology. There was insufficient evidence for an overall judgement to be made on standards in physical education at both key stages. Across this key stage as a whole, pupils attain satisfactory standards and achieve soundly.

At Key Stage 1, in the 2000 national tests and teacher assessments, pupils attained standards in reading, writing and mathematics that were well below those expected in all and similar schools. The findings of this inspection are that the current Year 2 are achieving standards in writing and science that are above average, and average standards in reading and mathematics. The difference between these two judgements is explained by the fact that the previous Year 2 had a considerably higher proportion of pupils with special educational needs, and is also the result of the clear planning and good teaching at this key stage. Standards are also average in all other subjects. At this key stage, most pupils achieve well and make good progress.

Children in the Foundation Stage attain average standards in all areas of learning, except in their personal, social and emotional development where standards are above average for their age. Children make sound progress from their average levels on entry to the school. Pupils with special educational needs attain good standards for their previous ability and make good progress towards their own learning targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are well motivated; they concentrate well and show interest in their lessons.
Behaviour, in and out of classrooms	Good. Pupils are courteous, polite to visitors and respectful of property and resources.
Personal development and relationships	Good. Pupils undertake their several duties reliably and conscientiously. Shared reading and support of pupils with special educational needs strongly promote pupils' personal development.
Attendance	Satisfactory. The attendance rate is broadly in line with that in most schools.

The good attitudes, behaviour and relationships in the school positively promote pupils' learning.

## TEACHING AND LEARNING

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

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

During the inspection, eight per cent of the teaching observed was very good, 59 per cent was good and 33 per cent was satisfactory. No unsatisfactory teaching was seen. Strengths in teaching were evident across all parts of the school. The strongest teaching was in the Foundation Stage where the teaching was consistently good. At Key Stage 1, three-quarters of the teaching was good. The highest proportion of very good teaching was at Key Stage 2. The quality of pupils' learning closely matches the judgements about the quality of teaching. The main strengths in teaching which influence pupils' learning are the positive attitudes and good relationships which teachers foster in their classes. Teachers treat pupils fairly and encourage their interest and motivation by the regular use of praise and encouragement and by clearly valuing their written and oral responses. This improves pupils' commitment to their learning, raises their self-esteem and encourages them to do better. Teachers' lesson planning is clear and the learning intended in the lesson is shared with pupils. This ensures that pupils are learning the right things and are clear about what is expected of them. Teachers ensure that the needs of all pupils are fully met. Minor shortcomings in teaching are the lack of detail in some lesson plans and insufficient opportunity for pupils to appraise and evaluate their work in physical education and music.

The quality of teaching and pupils' learning is good in English, including literacy, and in mathematics, including numeracy. Teaching is satisfactory in information and communication technology at Key Stage 1, but unsatisfactory at Key Stage 2 where pupils are not given sufficient opportunity to learn new skills or to reinforce them. The quality of teaching and learning of pupils with special educational needs is good and supports the good progress that these pupils make. Overall, the school meets the needs of all of its pupils well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides sound curricular provision, including literacy and numeracy. Extracurricular activities and provision for enhancing the breadth of the curriculum are good. The school's inclusion procedures are very good. There is insufficient guidance and support for work in the Foundation Stage.
Provision for pupils with special educational needs	The school now fully meets the requirements of the Code of Practice. Provision is well managed and all support assistants support pupils well. These features encourage the good progress that pupils make.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' moral and social development is good. Pupils distinguish clearly between right and wrong and they share responsibility for important aspects of the school's work. Pupils are not made sufficiently aware of Britain's multicultural heritage.
How well the school cares for its pupils	The school has effective procedures for the health, welfare and safety of all its pupils. However, those responsible for child protection have not received training. Procedures for recording attendance and monitoring absence are insufficiently rigorous. Procedures for assessing the attainment and progress made by pupils across the school are insufficiently developed, and assessment data are not used well enough to monitor the school's effectiveness.

The school's partnership with parents is good. This improves links with the community and positively supports the progress that pupils make at school.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership of the school is good. She has made a good start to her time at the school. The roles and responsibilities of the key stage co-ordinators are unclear. Subject co-ordinators are given insufficient opportunity to monitor teaching and learning in their subjects or to sample pupils' work. The leadership of the Foundation Stage is given insufficient recognition.
How well the governors fulfil their responsibilities	Governors give sound support to the school's management. Relevant issues are fully discussed at their full meetings and through the work of the well-established committees. Individual governors' oversight of subjects and aspects of the school is beginning to give them a clearer view of its work.
The school's evaluation of its performance	The school development plan is detailed and thorough. There is insufficient analysis of all available assessment data for the school to be clear of the extent to which it is helping pupils to progress as they move through the school. This makes it more difficult for the school to monitor its effectiveness.
The strategic use of resources	Sound overall. There is a clear match between planned priorities and budget allocations although the roll-over figure from the financial year 1999/2000 was well above recommended levels. The school has a sound appreciation of value for money as purchases are made. Good use is made of funds for special educational needs, which aid the progress that these pupils make.

The school has a satisfactory number of teaching and support staff to teach the curriculum and, overall, its accommodation and learning resources are sound. However, there are insufficient resources for teaching gymnastics and children in the Foundation Stage have insufficient access to an appropriately resourced outdoor play and activity area.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Standards are good.</li> <li>• The school involves all pupils well.</li> <li>• Caring and sharing are well promoted.</li> <li>• Newsletters are clear and informative.</li> <li>• The new headteacher has settled well.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework provided.</li> <li>• The information that parents receive about their children's progress.</li> <li>• How the school works with parents.</li> </ul>

The inspection's findings support most of the positive comments made by parents, except that standards in Year 6 are below average. The findings disagree with the parental concerns. Homework makes a sound contribution to pupils' learning and parents are given appropriate written and verbal information about their children's progress. The partnership with parents is good.



## **PART B: COMMENTARY**

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

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

1. Several features which relate specifically to this school affect the standards achieved, the school's results and how they are analysed. Year groups are small, especially in Years 1, 5 and 6. This continues to make the analysis of statistical data very unreliable. Although the proportion of pupils with special educational needs across the school is broadly average, their distribution among the year groups and classes is very unequal. It varies from 11 per cent in the Reception Year to 42 per cent in Year 6. The unusually high proportion of pupils with statements of special educational need compounds this effect. Several of these pupils have significant learning or behavioural problems. Mobility across the school is high. For example, nearly 30 per cent of the current Class 5 were not in the school at the end of Key Stage 1. The dislocation caused by the circumstances which required the school to be put into Special Measures in 1997 and the high movement of teachers since then has meant that some year groups, especially in Years 5 and 6, have experienced significant disruption as they have moved through the school. All these features influence pupils' attainment in all subjects, at both key stages but especially at the end of Key Stage 2.

2. Most children enter the Foundation Stage achieving average standards for their age. The quality of teaching and the quality of their learning are good and this enables them to make sound progress. By the end of the Reception year, most children are on course to standards which are similar to those found in most schools in most areas of learning. In their personal, social and emotional development, they are on track to exceed this standard. This is an improvement on the findings of the school's previous inspection, which made the judgement 'most children do not reach the levels of attainment expected for their ages and most make slow progress'. The children are independent and capable of organising themselves in a responsible way. They socialise well, listen to the contributions of others well and offer their own when necessary. They have a keen interest in stories and can listen for extended periods of time. This love of books is very evident. Children are confident and take part in discussions eagerly. Most children dress and undress independently and manage their own personal hygiene capably. They are very aware of the need to behave well and do so in the classroom, in the courtyard play area and during physical education lessons on the field. The quality of personal, social and emotional development in the Reception classes is good because the teacher and classroom assistant work hard to promote good attitudes and to encourage the children to participate in all activities.

3. In the end of Key Stage 1 tests in 2000, standards in reading, writing and mathematics were well below average in all and in similar schools. Trends in attainment since 1997 indicate average standards have been achieved in reading, except for a dip in 2000, but show significant fluctuations in the results for writing and mathematics. In science, in 2000, the assessments made by teachers were generally below those expected for average levels but above average for higher levels.

4. The findings of the inspection are that the current Year 2 achieve above average standards in English and science and average standards in mathematics, and all other subjects except for physical education. In this subject, there was insufficient evidence for an overall judgement to be made. These judgements are broadly the same as the provisional results of the 2001 tests and teacher assessments. At the 1997 OFSTED inspection, standards in English, mathematics and science were judged to have been below average. Since then, there has been very good improvement in standards achieved in English and science and good improvement in mathematics. This has maintained the

improvement identified by the HMI report in 1998. This has been achieved by more thorough curricular planning and significant improvements in the quality of teaching. Overall, pupils reach good standards at this key stage.

5. At Key Stage 1, in English, pupils enjoy listening to and talking about stories, rhymes and poems. Most read fluently and name their favourite authors and the books they like. They use interesting words in their writing and write for a sound range of purposes. In mathematics, most confidently double and halve numbers up to 50. Pupils' data handling is good; for example, they draw graphs showing their favourite chocolate biscuits. In science, pupils contrast two local habitats and investigate the conditions required for healthy plants to grow.

6. At Key Stage 1, in information and communication technology, pupils use word processing techniques to write and print their 'Humpty Dumpty' poems and draw and colour pictures of their favourite toys on the computer. In religious education, pupils know why some features in the church building are important for Christians. Others know the story of Moses and the Good Samaritan. In history, pupils know about the life and times of people in the past such as Guy Fawkes and Grace Darling. In geography, pupils consider features of their local environment and contrast these with more distant locations, such as the island of Struay. In art, pupils use a range of collage materials and develop their observational skills well in their drawings. In music, pupils create their own musical ideas using a range of percussion instruments, and in design and technology, pupils make models of items in the local park. In physical education, pupils demonstrate appropriate catching and hitting skills.

7. In the end of Key Stage 2 national tests in 2000, standards achieved in mathematics and science were well above average for all and similar schools. In English, they were above the average of all schools and well above the average of similar schools. Since 1997, there have been some fluctuations in scores but generally above average and well above average standards have been maintained in 1999 and 2000. Attainment targets for English and mathematics, which had been previously set for 2000 and 2001, have been inaccurate. The 2000 targets were significantly lower than pupils' actual achievement and the 2001 targets are predicted to be well above the current levels being achieved.

8. The findings of the inspection are that the current Year 6 pupils are attaining standards that are below average in all subjects, including literacy and numeracy, except for music, design and technology and history where standards are average. There was insufficient evidence for an overall judgement to be made about attainment in physical education. At the 1997 OFSTED inspection, standards were also judged to have been below average in design and technology, information and communication technology and physical education, but average in all other subjects. The inspection's judgement is broadly in line with the preliminary results of the 2001 national tests. However, observation of lessons and scrutiny of pupils' work indicate that standards are higher in other year groups, particularly in Years 4 and 3. So across the whole key stage, pupils' attainment is broadly similar to that found in most schools. The high proportion of pupils with special educational needs in the Year 6 group are achieving good standards for their previous ability.

9. At Key Stage 2, in English, some pupils explain their opinions and ideas fluently, but others require support and encouragement to speak clearly and at length. In reading, some pupils compare written texts and discuss different writing styles whilst others lack confidence and require encouragement to read sufficiently widely. Pupils' writing is mostly accurate but often with an unadventurous choice of vocabulary. Across the school, handwriting is mostly well formed and presentation is good. In mathematics, pupils explore number patterns and compare metric and imperial measures. They understand and use the mean, median and mode of a range of data. Most pupils in Year 6 are working at appropriate levels for their age but most are not achieving national standards because of the high levels of special educational needs in that group. In science, pupils undertake

investigations into the solubility of sugar. Weaknesses in Year 6 include a superficial knowledge and understanding of work covered and a lack of ability to record work accurately.

10. At Key Stage 2, in information and communication technology, some good work is done as Year 3 produce their own class magazines, but older pupils receive insufficient direct teaching of concepts and skills to reach satisfactory standards. In religious education, pupils compare and contrast the main symbols and beliefs of Christianity and Hinduism, but the work of older pupils lacks sufficient depth and detail. In history, pupils know about the life of Henry VIII and what it was like to live through the Second World War. In geography, pupils have some knowledge of the mountains of the world and appreciate how litter can spoil our environment but the knowledge of older pupils is often insecure and sketchy. In art, pupils consider form as they observe and copy the movement of the human body and others make colourful collages of the local area. However, their drawing work often lacks detail and they have a limited awareness of shape and form. In music, pupils sing a good range of songs with accurate pitch and they enjoy listening to music. In design and technology, they design slippers with good attention to the finished product. In physical education, pupils show appropriate understanding of the need for rules for games and the importance of tactical play.

11. At both key stages, pupils' achievement is at least satisfactory. A clear picture of trends across the school is made more difficult because of the significant differences in the proportion of pupils with special educational needs in each class. Most children make satisfactory progress in the Foundation Stage. Most enter the school achieving levels that are average for their age and are on course to achieve average standards in all areas of learning, except their personal, social and emotional development where this standard is predicted to be exceeded. Pupils achieve well at Key Stage 1 and reach good standards in English and science. The progress made towards national standards slows by the end of Key Stage 2 because of the particular situation of Year 6. However, the pupils in this group with special educational needs make good progress towards their own learning targets and are achieving well.

12. Pupils with special educational needs make good progress towards the targets in their individual learning plans. This is an improvement since the school's last inspection when pupils with special educational needs made only satisfactory progress. The good progress they now make is particularly evident in the work of pupils who have statements of special educational need and those who have targets relating to their social development. The caring support and close monitoring of the school's support assistants make an important contribution to pupils' progress.

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

13. As in the last inspection, pupils' attitudes to learning, their behaviour and personal development are good. In all lessons observed, pupils' attitudes were always good and often very good. Parents are very pleased with the attitudes and values promoted by the school and feel satisfied with behaviour in the school. They are keen to come to school and punctuality is good. Pupils are well motivated, concentrate well and show interest in their lessons. They are keen to do their best and to show others what they have done. Pupils listen well to their teachers and to one another. They work well independently and in groups. Participation in extracurricular activities is high.

14. Behaviour throughout the school is good. Pupils are polite to visitors. They know the school rules well. Pupils treat resources with respect. They move about the school in an orderly and purposeful fashion. When the whole school visited the local church for the opening service for the parish flower festival, all pupils behaved sensibly when crossing the road. Behaviour during the service was exemplary. Bullying is rare, but pupils feel it will be dealt with fairly.

15. Pupils willingly undertake responsibility and there are good opportunities for them to do so. For example, older pupils help in the library and in the Foundation Stage play area, and escort visitors around the school. Class rules were compiled in consultation with pupils. The school council, which lapsed last term, is to be re-launched.

16. Relationships within the school are good, both among pupils and between pupils and staff. Older pupils play well with younger ones and boys and girls mix well together. Pupils are generous to those with special educational needs. The integration and inclusion of all pupils with special educational needs are impressive.

17. Children in the Foundation Stage have positive attitudes towards their work and play. They interact with each other, the teacher and classroom assistant, very well indeed. Behaviour is very good. Children enjoy coming to school and take full benefit from the range of activities, which is provided for them. They follow instructions well and settle quickly to the activities given, where they concentrate and work hard.

18. Attendance and unauthorised absence figures are broadly in line with national averages. There have been three exclusions during the current year.

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

19. The quality of teaching and the quality of pupils' learning are good across the school. This is a significant improvement since the 1997 OFSTED inspection when it was found that the quality of teaching varied widely across the school and included a high proportion of unsatisfactory teaching. The improvement noted in the HMI inspection in 1998 has been continued. At that time, the overall quality of teaching was sound, now it is good. During this inspection, 27 lessons or parts of lessons were observed. The quality of teaching was very good in eight per cent of these lessons, good in 59 per cent and satisfactory in 33 per cent. No unsatisfactory teaching was observed. The quality of pupils' learning closely matches the figures for teaching. Because of the way in which the timetable was organised, there was insufficient evidence for a judgement to be made about the quality of teaching or learning in physical education at both key stages.

20. The quality of teaching and learning in the Foundation Stage is good. The Reception teacher knows the children well as individuals and has developed a warm relationship with them. Consequently, the children settle into school happily and successfully develop very good attitudes to learning. The daily activities are well planned for both the Reception and Year 1 children in the class. A great deal of thought has gone into ensuring that all children receive good quality experiences that are carefully matched to their age. The Reception teacher's management of children and use of support staff are good and, overall, there is a good balance between activities directed by the teacher and those chosen by the children, with the balance changing as the year progresses. The well-organised routines enable all children to become used to the pattern of the day and they respond quickly to the high expectations for behaviour, attentiveness and following instructions. The teacher and classroom assistant who work with the children in the Reception classes listen with interest to what the children have to say and, when working with them, demonstrate good skills in helping children to extend their language for communication. New work is explained clearly to the children and then questions are used skilfully to assess how well the children have grasped the concept. Teachers watch the children's responses carefully and take every opportunity to extend their knowledge and understanding. All aspects of the relevant areas of learning are given due attention with a strong emphasis on providing many worthwhile opportunities for first hand experiences. The teaching of social skills is especially good and the children enter Year 1 with a good understanding of how to behave and a growing awareness of others' needs as well as their own. The use of assessment, however, to monitor the progress and development of the children is an area for further development.

21. At Key Stage 1, the quality of teaching and the quality of pupils' learning are good. In the lessons observed at this key stage, teaching in three-quarters of them was good or better. Elements of good teaching were observed both in the Year 1/2 class and in the Reception/Year 1 class. Teaching is good in English, including literacy, and in mathematics, including numeracy. It is also good in science, art and music and satisfactory in all other subjects.

22. At Key Stage 1, in English, teachers have a suitable knowledge of the subject and provide a good range of interesting activities and resources. In mathematics, teachers ensure that pupils' attention is quickly gained by lively introductions. The use of a system of 'traffic lights' cleverly shows the pupils when they should stop to think and when to prepare to answer. In science, teachers successfully promote investigative work, and emphasise specific vocabulary well in their lessons. In art, pupils are able to discuss ideas and techniques with confidence because of the clear instructions and explanations given by the teacher. In music, lessons are well prepared. Teachers are knowledgeable and enthusiastic and they provide an interesting range of musical experiences.

23. At Key Stage 2, the overall quality of teaching and the quality of pupils' learning are good. Teaching in half of the lessons observed was good or better and in over one in ten, it was very good. Teaching is good in English, including literacy, in mathematics, including numeracy, and in science. It is satisfactory in all other subjects, except for information and communication technology where it is unsatisfactory. Pupils have not had sufficient access to appropriate hardware or a progressively taught curriculum for pupils in Year 6 to achieve satisfactory standards.

24. A literacy lesson in Year 3, where pupils were involved in writing information leaflets about insects, illustrated several features of good teaching which resulted in good learning by the pupils. The teacher's introduction was lively and the whole lesson was taught at a brisk pace. The teacher had consistently high expectations of pupils' attainment and of their response, and the different elements of the lesson were carefully timed. These all had a good influence on pupils' learning. They were interested and involved and made good progress in their understanding of what was important information and how it could be recorded. In mathematics, lessons are made enjoyable by the introduction of fun activities, such as the bingo starter in a Year 4 numeracy lesson. Pupils participated keenly and developed their knowledge and recall of tables well. In science, pupils are managed well and teachers ensure that new work is explained clearly and patiently.

25. Other strengths and weaknesses in teaching across the school which affect pupils' learning include the very positive management of the pupils' behaviour which the teachers exhibit. Pupils are treated firmly but fairly, their response and their work are clearly valued and praise and encouragement are used well. These features help to secure pupils' commitment to their own learning, ensure that they feel safe and secure and promote their self-esteem. This improves their capacity to learn. Teachers' lesson planning is generally clear and detailed and shows how activities are matched to the different levels of ability represented in each class. This ensures that pupils are learning the right things and that their skills are built progressively. This represents a sound response to a key issue at the 1998 HMI inspection. Minor weaknesses are that some lesson plans lack sufficient detail and that insufficient time and opportunities are provided in physical education and music for pupils to appraise their own performance and that of others.

26. The good quality of the teaching of pupils with special educational needs leads to good progress in their learning. Teachers and support assistants know their pupils well and plan and develop lesson activities which are appropriate to their needs. Targets on their individual educational plans are realistic, clear and identify the next steps in their learning. Support and individual needs assistants provide good support in lessons, in small group work and work with individual pupils. There is excellent support from those individual needs

assistants who give intensive support in and out of the classroom for a pupil with a statement of special educational need. In most lessons, support assistants are used well in whole class teaching to monitor pupils' responses or to help individual pupils to participate in answering questions and discussions.

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

27. Overall, the school provides a satisfactory range of relevant curricular opportunities that promotes its aims well. A similar judgement was made in the 1997 OFSTED inspection. National Curriculum requirements are fully met, except in the provision for indoor gymnastics. Religious education is taught according to the locally Agreed Syllabus. Total weekly teaching time is adequate to meet the needs of the curriculum and time allocations are appropriate for different subjects, including pupils' personal and social education. Health education is included in the science curriculum. Appropriate schemes and policies are in place for all subjects and most have been recently reviewed to reflect the requirements of the new Curriculum 2000. Some policies are awaiting the approval of the governing body. Provision for pupils' personal, social and health education is satisfactory. There is no full policy except for a brief document which gives no details of how the programme is to be taught. However, many elements are taught through circle times and assemblies and, in the case of sex and health education, through science.

28. Curricular planning is based on schemes of work which follow those recommended nationally, and teachers' termly planning is satisfactory and provides for the coverage of all programmes of study. However, weekly plans are variable in the detail and the focus they have on specific skills for groups of pupils to learn. Monitoring of the curriculum has been identified in the school improvement plan but it is not fully in place and subject co-ordinators have had insufficient opportunities to monitor their curriculum areas. The literacy and numeracy strategies have been soundly implemented and have been effective in raising standards in Key Stage 1 and the early years of Key Stage 2.

29. Curricular provision for pupils with special educational needs is good. There is good provision made for pupils' literacy support through the Additional Literacy Support programme and in lessons where support assistants work with individual pupils or with small groups. Individual education plan targets are well thought out and are reviewed regularly. Their targets include goals for literacy, numeracy and social skills. The needs of pupils with statements of special educational need are met well and their annual reviews provide a good focus for further improvement.

30. The school ensures that all pupils have equal access to the curriculum. The determination shown to include all pupils, especially those with specific behavioural needs, visual impairment and physical disabilities in all aspects of the school's life is very strong. Pupils' individual needs are clearly identified in their own learning plans but the welcoming and open way in which all staff treat them and their disabilities is a very good example to all the pupils. These pupils are well supported by dedicated learning assistants who show good understanding and empathy and support pupils well.

31. The quality and range of learning opportunities for children in the Foundation Stage are sound. The termly planning takes full account of the six areas of learning as recommended for these young children and many of the activities are linked carefully to the subjects of the National Curriculum in Year 1. A strong emphasis is placed on providing good, first-hand experiences and there is good provision for children's personal and social development that prepares them well for entry into Year 1. Both the National Literacy Strategy and Numeracy Strategy have been modified well, carefully planned for and introduced effectively to the children in preparation for the National Curriculum in Year 1. A minor weakness is that there are insufficient guidelines and policy statements for the Foundation

Stage, and the importance of this stage of learning is insufficiently recognised and promoted across the school.

32. Extracurricular provision is good and pupils take part in a wide range of activities. Over the year, they are able to participate in clubs during the lunch hour and after school, where they can learn to play recorders or sing in the choir, play chess or attend dance and drama clubs. Sporting teams play netball, football and cricket and enter into tournaments with other schools in the area. The curriculum is enhanced by a good range of visits made by pupils and by visitors to the school. The school makes appropriate use of its close links with the local community, in particular, with the local parish church. Pupils visit the church regularly during the year to participate in Christian festivals and local clergy lead school sessions of collective worship on a regular basis. The local area is used to extend pupils' understanding of their work in geography and history. Representatives of the local services such as the police, the Fire Service and the school nurse visit regularly and make a useful contribution to pupils' personal and social skills. The school has a link with a village school in France and older pupils write letters to their counterparts in France. Organised events such as science weeks and book fairs extend pupils' range of experiences well. The school makes good use of the expertise and experiences of parents and older people in the community to enhance pupils' learning in areas such as history, geography and helping pupils read. Pupils' musical skills are given good support by the county's peripatetic music staff and through their participation in concerts. The school has good links with the local playgroup and with the secondary school to which pupils transfer at the end of Year 6. This enables transfers to take place smoothly and good support to be given to pupils with special educational needs.

33. The school makes good provision for pupils' moral and social development and satisfactory provision for their spiritual and cultural development. This judgement is similar to the judgement in the 1997 OFSTED inspection.

34. Provision for pupils' spiritual development is satisfactory. Collective worship and religious education lessons provide a clear Christian foundation on which pupils can begin to understand aspects of faith and belief and to explore their spiritual responses. Pupils learn about the main church festivals and experience Christian traditions of worship in their lessons and in their regular visits to the local parish church. The school's participation in the Flower festival service during the week of the inspection provided a good example of the effectiveness of this link. Assemblies provide appropriate opportunities for reflection and prayer often with a lighted candle and music as a focus. However, there are limited opportunities across the curriculum for pupils to develop a sense of awe, wonder and mystery and the school does not fully use the possibilities in subjects such as art, music, science and literature.

35. The school makes good provision for pupils' moral development. There are clear expectations of good behaviour displayed in the 'Golden Rules' and the school gives good opportunities for pupils to interpret how these rules affect their interaction with others. Good behaviour and attitudes are recognised positively and are given a high profile. Pupils have a clear understanding of right and wrong appropriate to their ages. A constructive system of rewards and sanctions underpins the expectations for behaviour. There is effective recognition of good behaviour and achievements in the use of the Golden Book, which is prominently displayed to the rest of the school and to parents. All staff are good role models for pupils and the consistent and caring way in which pupils are dealt with helps them to appreciate fairness and tolerance very effectively. Pupils show a good awareness of their responsibility towards property and their environment.

36. There is good provision for pupils' social development and parents agree that the school is helping their children to become mature and responsible. The school has a friendly and welcoming ethos, relationships are good and all adults in the school provide an

open and friendly atmosphere which encourages the development of pupils' skills effectively. Pupils with special educational needs, and particularly pupils with statements of special educational needs, are integrated very well into a caring community and into all activities offered by the school. Pupils are given good opportunities to work together in groups and pairs and to share resources and equipment. This good collaboration was seen in a Key Stage 1 music lesson and in a Class 5 history lesson. There are very effective opportunities for older pupils to work with younger pupils as was seen in the paired reading between Class 1 and Class 5 pupils and the support given by older pupils to a young pupil with a statement of special educational need. Pupils have appropriate opportunities to take responsibilities for tasks suitable to their ages and development both within the classroom and in the school community. These include preparing for assemblies, helping with younger pupils in the playground and acting as monitors in the classroom. In some lessons, pupils are given good opportunities to evaluate their work and make progress towards their planned learning. This was seen in a very good literacy lesson in Year 3 and in a good art lesson in Year 2 but these opportunities are not consistently developed across the school. Pupils become more aware of the needs of those less fortunate than themselves when they take part in such events as Red Nose Day.

37. Cultural provision for pupils is satisfactory. Western culture is appropriately promoted through subjects such as literacy, history and art. Pupils are made aware of a range of traditional tales and poets and authors such as Alfred Noyes, Ted Hughes and Jill Murphy. They study their own culture in the past when they study the Tudors, the Gunpowder plot and life in Britain since the end of World War II. In art, pupils study the work of impressionist painters such as Van Gogh and Monet. Pupils develop a good awareness of their own community in their work on the local area in history and geography. This work is enhanced by members from the community who visit the school and talk to pupils. Provision for pupils to experience the rich contribution of other cultures and to prepare them for living in a multicultural society are unsatisfactory and there are missed opportunities to develop these opportunities across the curriculum. In religious education, pupils develop an appropriate awareness of the traditions and festivals of some of the world's major faiths and, in their link with the Pestalozzi village, pupils have a good opportunity to learn about and experience Indian food, dance and dress. There is a good link with art when pupils discuss and draw patterns which represent some of the features of Islamic art. The contribution of music to pupils' cultural awareness is too limited.

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

38. The school has effective procedures to ensure the health, welfare and safety of its pupils. Local authority guidelines on child protection have been adopted. However, those responsible for child protection have not been trained. As this was also identified as a key issue at the 1997 OFSTED, insufficient improvement has been made in this area. The staff support group discusses any concerns at monthly meetings. All teachers have brief outlines of procedures. There are good links with social services. Health and safety procedures are satisfactory. Arrangements for dealing with pupils' medical conditions are generally effective, although asthma inhalers are kept in the staff cloakroom. There are a good number of staff with first aid qualifications and the accident book is well kept. There have been no risk assessments. The level of supervision at play times is good. As in the last report, the school has a consistent approach to encouraging personal responsibility, through 'circle' times and assemblies. Personal development is monitored satisfactorily through records of achievement and yearly reports to parents.

39. Overall, the quality of assessment and the analysis of data are unsatisfactory, although there are strengths in some aspects. The school's previous inspection found that the monitoring of the school's performance was efficient. The school uses a good range of standardised assessment tests across each year group which provides a useful variety and



amount of data. There is a clear focus at the beginning of the year in the Assessment Week in October which is part of the school's regular testing of pupils' learning in writing, mathematics and science linked to National Curriculum levels. Information about pupils' attainment is maintained in a good individual Record of Achievement folder and this acts as a useful record of pupils' progress in these areas. Some analysis and use of assessment data take place. For example, the results of national test results and the optional tests for Years 3, 4 and 5 have shown some underachievement of boys in English. Information from these tests is used to report to parents, and to establish groupings within classes and identify pupils in need of further support such as in booster classes

40. However, there are important shortcomings in the current assessment procedures. Assessment procedures are well established in English, science and, to a lesser extent mathematics, but have not been sufficiently extended to include other curriculum subjects. There are currently no whole school procedures for recording the attainment and progress made by pupils in subjects other than English, mathematics and science. A further weakness is the extent to which data are used to improve standards achieved. There is insufficient analysis of the results of the Local Education Authority's assessment on entry to the school programme, or of the trends indicated in the school's results in the national tests for the school to have a clear view of the progress made by pupils as they move through the school. Data are used insufficiently to provide clear and challenging attainment targets for individual and groups. Assessment systems do not enable the school to use the information to adapt the curriculum to match the very variable needs of groups of pupils from year to year. There is also limited monitoring of assessment to ensure that records are consistently maintained across the school.

41. Behaviour management is good. The staffs' approach is consistent throughout the school and combines a positive behaviour strategy with a variety of stickers and rewards for good behaviour, kindness and effort, which are incorporated in the 'Golden Book'. The 'Golden Time' strategy works positively for the majority of pupils while withdrawing privileges for those who infringe the rules. The behaviour of some boys in Year 6 is carefully monitored.

42. Children in the Foundation Stage are very well cared for and it is evident that they feel at ease in their surroundings. They share good relationships with the teacher and classroom assistant and will quite happily talk to visitors about their work. Very soon after children enter the school at the Foundation Stage, they are assessed using the Local Education Authority's procedures designed for this purpose. Assessment procedures are, however, not sufficiently developed to keep a track of their individual progress. There is no clearly defined procedure in place to assess the children's progress in comparison with the recommended goals for achievement, before beginning their National Curriculum work in Year 1.

43. The care and support provided for pupils with special educational needs are good and for pupils who have statements of special educational needs, they are often very good. The caring ethos of the school is well reflected in the way it ensures that pupils with special educational needs have opportunities to take part in all school activities. Their contributions are highly valued and their achievements are well recognised. There are appropriate procedures for the identification of pupils with special educational needs. Their needs are quickly identified when they enter the school and their progress is reviewed regularly. There is good liaison with outside agencies, which provide support. Good detailed records are kept of pupils' progress in relation to their targets.

44. Procedures for monitoring and promoting good attendance are unsatisfactory as they rely too much on the vigilance of class teachers. Although the new headteacher has improved the system, there is no consistent monitoring of registers to check for patterns of lateness and absence.

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

45. Parents at their pre-inspection meeting and in their responses to the questionnaire showed that they were very supportive of the school and all that it does for their children. They had some concerns about the amount of homework and about the behaviour of some pupils. A significant proportion of them were not satisfied that the school worked closely with them and felt they were not well informed about their children's progress. The findings of the inspection support the parents' positive views. The information about progress supplied by the school is good. Homework makes a sound contribution to pupils' progress and parents of older pupils now support their children's reading at home satisfactorily. The behaviour of the pupils causing concern is being well managed by the school.

46. The school now has effective links with parents. This represents good improvement since the 1997 OFSTED inspection when a key issue was identified to improve the information to, and relationships with, parents and the school community. The information supplied for them is now good. The prospectus and the governors' Annual Report to parents comply with legal requirements, except that the governors' Annual Report does not contain information on the progress of the action plan. Both are well laid out and easy to follow. There are regular and useful newsletters. Homework books have lists of recommended times and have opportunities for parents to comment. Questionnaires have been issued each term to parents. Advance information on the curriculum is sent to parents each term. Most parents have signed the home/school agreements. Reports are helpful, set targets and offer opportunities for both pupils and parents to assess the pupils' work. There is an appropriate range of consultation meetings each term. Meetings on various aspects of the curriculum have been held. Good numbers of parents help in the school on a regular basis. The parents' association runs a very good range of social and fund-raising events each year and raises very good sums to buy equipment to enhance pupils' learning.

47. Links with parents with children in the Foundation Stage and induction procedures for children are overall satisfactory. Children who attend the village playgroup have the opportunity to use the facilities of the Reception class with the playgroup leader every Wednesday afternoon from the January before they start school until they join in the following September. However, there are no other visits to the school to meet with the Reception staff as a class preceding the child's first term. Parents are informed of the routines and curriculum of the Reception class by meeting with the headteacher and Reception class, when they also receive an informative 'Starting School Welcome Booklet'. Once in school, parents are kept fully informed of their child's work and of their progress. Parents are encouraged to provide support in the Reception class, generally, for the last forty minutes of the day when they listen to children read.

48. The school maintains good contact with parents of pupils with special educational needs. All parents are informed when their child is placed on the school's register of special educational needs and are invited to attend review meetings. Parents of pupils who have statements of special educational need are appropriately involved in their annual review meetings. The school maintains an open door policy and there are daily informal opportunities for parents to discuss their concerns with class teachers and with the co-ordinator for special educational needs.

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

49. The headteacher's leadership of the school is good. She has made a good start to her time at school. Since her recent appointment, she has sensibly taken time to assess the school's strengths and weaknesses and has already begun some useful initiatives. For example, she has provided further information to parents about the school's policies and expectations and has provided more focused support for pupils with special educational needs. She is aware of the importance of maintaining clear lines of communication with teaching and support staff. Other senior teachers provide satisfactory support for the

school's management. However, the management responsibilities of the two key stage co-ordinators are insufficiently clear and there is some confusion about their respective roles. The imminent appointment of a new senior teacher is seen by the school as a good opportunity for this to be clarified. Since her appointment, the new headteacher has worked more closely with the key stage co-ordinators and has successfully enhanced their roles. However, the effectiveness of the subject co-ordinators is too variable across the school. The school is implementing performance management procedures satisfactorily as a replacement for the old appraisal system. This was a key issue at the 1997 OFSTED inspection.

50. The work of the school is determined by a clear and concise school improvement plan. Reference is made to appropriate priorities and the plan has a useful extension to 2003. The plan is based on a good model that involves an audit of the present position, and a time of focus on implementing initiatives and for monitoring and evaluating work done. Useful subject action plans, for example, for English, science, information and communication technology and special educational needs are incorporated into the plan. The management of the school's finances is satisfactory. The school bursar is efficient and clear links are made between priorities for development and budget spending. A weakness in the monitoring of spending has been that there has been a much higher than recommended carry forward from the previous financial year. Overall, the school has a sound appreciation of value for money as purchases are made

51. The governing body gives satisfactory support to the management of the school. Governors fulfil their statutory responsibilities and ensure that appropriate policies are now in place and that the required information is provided for parents. This is an improvement since the 1997 OFSTED inspection and has maintained the progress identified in the HMI inspection in 1998. Issues affecting the school are discussed thoroughly in governors' full meetings and through the work of the well established committees. Governors' oversight of curriculum subjects, aspects of the school and individual classes is beginning to give them a clearer view of the full working of the school.

52. There are strengths and weaknesses in the procedures for monitoring and evaluating the school's work. Although the teachers in the school have been regularly monitored while the school was in Special Measures, and the new headteacher has observed all teachers while getting to know the school, further monitoring of teaching and learning is not sufficiently formalised. The headteacher has made the release of co-ordinators for monitoring a recent priority but this has not become common practice. The school collects a useful range of assessment data on pupils' attainment and progress in some subjects. However, these procedures are not sufficiently extensive or co-ordinated for the school to get a clear view of the progress pupils make, to help set realistic attainment targets or to assess the overall effectiveness of the school.

53. The co-ordinator for special educational needs is currently the headteacher. She has a good understanding of the role and, although only recently appointed, has begun to review effectively and clarify the organisation and administration of the provision. The school fully meets the requirements of the Code of Practice for special educational needs. This is a significant improvement since the 1997 OFSTED inspection when requirements were not being met. There are good arrangements for liaison with the local playgroup and with the local secondary schools to which pupils transfer. The co-ordinator visits the playgroup regularly and staff from the secondary schools visit before pupils transfer. There is a designated governor who is well involved with provision in the school. Funds allocated for pupils with special educational needs are used to good effect. Support assistants are generally well qualified and very well motivated. They form an effective partnership with teachers to provide good, and often very good, support both in and out of the classroom. This is especially true for those support assistants who provide intensive care throughout the day for pupils.

54. The leadership of the provision for children in the Foundation Stage is good. The class teacher, who is also the co-ordinator, has a clear overview of the provision and provides knowledgeable leadership. However, in general, the school does not sufficiently recognise the Foundation Stage as a separate key stage and there is no policy to promote this aspect of the school's work. Accommodation for the children in their Reception year has some shortcomings. The classroom is situated on the first floor of the building and the toilet facilities are on the ground floor. There is a separate outdoor courtyard area for the children to play in but, again, it is away from the classroom and is not freely accessible to the children. Consequently, all outdoor activities have to be timetabled. Learning resources are, in general, satisfactory although there are insufficient resources and facilities for outdoor play.

55. Overall, the school's staffing, accommodation and learning resources support its work satisfactorily. Good use is made of the funds allocated to pupils with special educational needs and this aids the progress which these pupils make. Overall, the school makes satisfactory use of its specific grants and additional funding. Teachers are appropriately qualified and experienced and sufficient learning resources are provided for them to teach the National Curriculum and religious education. Provision for the physical development of children in the Foundation Stage is limited by the lack of access to an appropriately resourced outside play and activity area. Some aspects of the school's accommodation limit the effectiveness of its work. The Foundation Stage classroom is currently on the first floor, away from their play area and toilets. The headteacher intends to move this class to a ground floor location in the next academic year. The dining hall is small, remote from the school and is approached only through the school car park. The school hall is also on the first floor and is not easily accessible to all pupils, especially the physically disabled. There are insufficient indoor resources for physical education for the school to meet fully the National Curriculum requirements for gymnastics.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

56. In order to continue to improve the quality of education offered to the pupils the headteacher, governors and staff should:

1. **Raise the standards achieved in the national tests at the end of Key Stage 2 in English, mathematics and science, and improve standards in information and communication technology, religious education, geography and art by the end of Year 6.** See paragraphs 10, 23, 70-83, 84-91, 92-97, 98-101, 106-109, 126-130.
2. **Improve the collection and use of assessment data across the school to enable the school to have a clearer view of the progress that pupils make as they move through the school, by:**
  - (i) devising and implementing whole school procedures for recording the attainment and the progress that pupils make through National Curriculum subjects and religious education;
  - (ii) using data to provide more accurate learning targets for pupils;  
See paragraphs 40, 52, 101, 105, 109, 114, 118, 122, 125, and 130.
3. **Improve the effectiveness of subject co-ordination, especially in mathematics, information and communication technology and history, by:**
  - (i) providing further opportunities for co-ordinators to support, monitor and evaluate teaching and learning in their subjects;
  - (ii) ensuring that pupils' work is rigorously monitored.  
See paragraphs 91, 114, 118

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Ensure that pupils are made more clearly aware of the customs and lifestyle of the other ethnic groups that make up our own multicultural society. (Paragraph 37)
- Improve procedures for recording and monitoring pupils' attendance. (Paragraph 44)
- Ensure that the named child protection officers receive appropriate training as soon as possible. (Paragraph 38)
- Improve the provision of resources for indoor gymnastics and the outside play and activity area for children in the Foundation Stage. (Paragraphs 54, 55, 67- 69, 125)
- Provide a policy and guidelines statement for children in the Foundation Stage and ensure that the Foundation Stage is recognised as a separate stage of learning. (Paragraphs 54, 58)
- Ensure that regular risk assessments are carried out. (Paragraph 38)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	59	33	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	120
Number of full-time pupils known to be eligible for free school meals	14

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	29

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	7

### Attendance

Authorised absence	%
School data	4.8
National comparative data	5.2

Unauthorised absence	%
School data	0.8
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for 2000	Year	Boys	Girls	Total
	2000	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	14	16
Percentage of pupils at NC level 2 or above	School	72 (84)	78 (92)	89 (84)
	National	[83] (82)	[84] (83)	[90] (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	16	16
Percentage of pupils at NC level 2 or above	School	78 (88)	89 (84)	89 (84)
	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 2000	Year	Boys	Girls	Total
	2000	11	5	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	15	16
Percentage of pupils at NC level 4 or above	School	81 (81)	94 (94)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	13	16
Percentage of pupils at NC level 4 or above	School	75 (81)	81 (94)	100 (94)
	National	70 (68)	72 (69)	79 (75)

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

\* Data omitted because of small year groups.

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	99
Any other minority ethnic group	0

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

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

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

Total number of qualified teachers (FTE)	6.3
Number of pupils per qualified teacher	19
Average class size	24

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

Total number of education support staff	10
Total aggregate hours worked per week	168

### ***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	3	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.*

### ***Financial information***

Financial year	1999-2000
	£
Total income	304005
Total expenditure	291168
Expenditure per pupil	2427
Balance brought forward from previous year	25240
Balance carried forward to next year	38077



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	40

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	2	2	0
My child is making good progress in school.	56	30	9	2	2
Behaviour in the school is good.	35	56	7	2	0
My child gets the right amount of work to do at home.	30	37	23	7	2
The teaching is good.	51	42	2	2	2
I am kept well informed about how my child is getting on.	37	40	23	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	35	0	2	0
The school expects my child to work hard and achieve his or her best.	49	49	2	0	0
The school works closely with parents.	37	42	19	2	0
The school is well led and managed.	37	44	2	0	16
The school is helping my child become mature and responsible.	53	44	2	0	0
The school provides an interesting range of activities outside lessons.	37	51	9	0	2

### Other issues raised by parents

- Standards are good.
- The school involves all pupils well.
- Caring and sharing are well promoted.
- Newsletters are clear and informative.
- The new headteacher has settled well.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

57. There have been considerable improvements in the provision for children in the Foundation Stage since the previous OFSTED inspection in 1997 when much of the work was unsatisfactory. The well organised day-to-day routines established by the Reception teacher enable all children to feel secure and grow in confidence. The good teaching is having a positive impact on children's learning. The findings of this inspection are similar to those of the HMI inspection in 1998 when it was judged that the quality of education provided for the children under five had improved significantly.

58. Children are admitted to school at the start of the academic year in which they become five, either full-time or part-time, depending when their fifth birthday occurs. Most children have attended the village pre-school playgroup. The initial assessments conducted with these children show a wide variation from year to year and children in the current year showed their attainment to be at average levels for their age. From this starting point, the children make steady progress and, by the end of the Reception year, most are well on course to meet the Early Learning Goals in all areas of learning. In their personal, social and emotional development, most children exceed the goals. Pupils with special educational needs make similar progress to others in the class. The children enter a class that contains both Reception and Year 1 children. The work is planned thoroughly by the teacher and takes into account the mixed age group within this class. A minor weakness is that there are insufficient guidelines and policy statements to provide a focus for work in this area and to raise the profile of this stage of learning across the school.

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

59. Standards are above average in this area of learning. Most children are on course to exceed the Early Learning Goals in this area by the time they leave the Reception class. This shows good achievement and reflects the skilful teaching, where children are constantly encouraged to feel confident about what they can achieve. The children are very settled and have learned to share and take turns while at play or work. Their behaviour in and out of the classroom is good. All children respond positively, apply themselves to tasks with enthusiasm and show mature attitudes to their learning. They show consideration towards each other and are helped to know how to apologise effectively if they upset one another by their actions. Most children are able to attend to their personal hygiene appropriately and can undress and dress themselves independently before and after physical education. All children settle quickly to the more structured activities, such as literacy and numeracy and show ability to concentrate for appropriate periods of time. The children enjoy learning and show great pleasure in participating and in sharing their achievements with adults. For example, when taking part in the Friday afternoon 'Golden Time' activities, they happily play board games together, build towers with blocks that they enjoy toppling over and talk eagerly about their models as they work. During this time, the children confidently make use of resources, initiate their own ideas while at play and display high levels of involvement in the activities.

60. The quality of teaching and learning is good. The teacher and classroom assistant develop very warm, encouraging relationships with the children. They provide very good role models for the children, always treating each other and the children with courtesy and respect. The atmosphere is supportive and all children thrive and grow in confidence. The teacher provides good opportunities for children to share their feelings and to be sensitive to the needs of others. Good provision and support are given to the children with special educational needs. A child with a statement of special educational need has excellent support, which ensures his progress and equality of opportunity very well. During group

activities, all adults take every opportunity to encourage the children to talk about their own experiences, take turns, listen to others and work together harmoniously. The work planned by the teacher ensures that there is sufficient time for the children to choose activities for themselves and to initiate their own ideas through play throughout most of their time in the Reception year. During the latter half of the summer term, the activities provided prepare children well for their entry into Year 1.

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

61. Children make sound progress in this area of learning and by the time they have completed the Reception year most are on course to achieve the recommended Early Learning Goals. Their language and communication skills develop well and most children talk freely about their own experiences and the things that interest them. All adults use talk to good effect and are good, active listeners. Throughout all the areas of learning, the teacher and classroom assistant talk to the children individually and in small groups, to ensure that all children extend their vocabulary and use their language and communication skills for a range of purposes. All adults show children that they value their efforts at communicating. The children sustain attentive listening and particularly enjoy sharing and talking about the books they are reading. They know that print carries meaning and point to the words in books as they read. Skilful teaching enables children of all abilities to recognise and say a number of key words by sight, such as 'and', 'like' and 'it' and apply this to their writing. Children who find learning more difficult, talk avidly about the characters in pictures and refer to the 'beginning' and 'end' of a story. The good liaison between teachers and parents for reading has a positive impact on the child's development and learning. Many children confidently 'have a go' at writing and make phonetically plausible attempts at words. For example, when writing their news, one child wrote, 'I was bujin (budging) mi susd (sister) in mi bed'. Children make sound progress and by the time they enter Year 1, many write independently for a range of purposes that includes both story and factual writing. Many children form recognisable letters and learn to join some letters when, for instance, writing their own name.

62. Teaching and learning are good. The teacher has effectively adapted the National Literacy Strategy framework to meet the needs of all children in the class. A good programme of teaching, based on the meaning of words, spelling patterns, sentence construction and reading texts together helps children develop their use of language for reading and writing. The classroom assistant is used effectively and provides very good support to small groups of children. Classroom displays are rich in language to reinforce learning and the strong emphasis on language development is evident throughout the whole programme of work. All children extend their communication, language and literacy skills well as a result of effective interaction and realistic expectations of the quality of work that can be achieved.

### **Mathematical development.**

63. The quality of teaching and learning is good and, by the end of the Reception year, most children are well on course to meet the Early Learning Goals for mathematics. Children can mostly count, order and write numbers up to ten. They sort and match objects to pictures and demonstrate how tallying can help them count reliably. More able children add and subtract numbers when solving problems involving ten or more objects. They count in twos up to 20 and count well beyond, some to 50. The few children who find learning more difficult count up to ten accurately and are beginning to make six by adding the spots on a ladybird. In their early work, children are provided with a wide range of practical experiences, such as dice and shape games, building with bricks and exploring water and sand. The more formal activities for mathematics are effectively introduced to the children through the framework for teaching numeracy. Children use mathematical language such as 'more' or 'less' to compare two numbers and the more able children find

one more or one less than a given number from one to ten. Many children recognise and name a triangle, circle and square and create repeating patterns of shape and colour. They use language such as lightest/heaviest when weighing two items and longer/shorter to compare the length of two or three strips of ribbon.

64. Work is well planned and both the teacher and classroom assistant help and encourage children to use their growing understanding of how to be problem solvers and thinkers. For example, this was developed well in a lesson where children were introduced to the idea of tallying. The teacher skilfully used a coloured chart and cubes to help them identify what they needed to do to ensure that they counted reliably. By making deliberate mistakes when counting the different colours, which the children thoroughly enjoyed, and by asking questions such as, 'What can I use to help me count?' and 'What can I do to help me remember which ones I've counted?' the children put forward ideas such as, 'make a list' and, in one instance, 'I could do it for you'. As the lesson progressed, many children worked out how to sort and match the cubes to the coloured patterns on the charts by tallying.

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

65. Children enter the school with a basic general knowledge, which the teacher builds on effectively, helping them to learn more about the world around them. The quality of teaching and learning is good and most children are on course to meet the expected standard by the end of the Reception year. Activities are well planned and organised and are carefully linked to the recommended areas of learning and the programmes of study in the National Curriculum subjects. Taking themes such as 'Toys', 'Ourselves' and 'Transport', a range of activities is well planned to enable children to explore aspects of the environment and to relate the work to their own experiences. Discussion and 'first hand' experiences form an important part of the work and children are encouraged to be observant and describe what they see. In work related to scientific enquiry, the children make predictions about what they might find living in the courtyard area and pond and record what they find. They recognise the dangers of electricity and sort pictures of appliances that use electricity and those that do not. They have visited a play park and have experienced pushing a roundabout and pulling a bench. Their knowledge of the past is well promoted through first hand experiences and practical activities. For example, in their work on the theme of 'Toys' the children compare old toys belonging to their parents and grandparents with those of their own. Children have a good awareness of where they live and talk confidently about their families and their immediate environment.

66. The teacher makes effective use of walks around the school grounds and the village. In their work based on the theme of 'Around Our School', the children draw a simple route from their home to school and identify some of the significant features they see in the village, such as the church and the television shop. An appropriate range of construction toys and materials are provided for the children to explore and they use their skills to make models, such as a fire engine with an extending ladder. Their skills in design are well developed, as seen in their drawings of a 'sucker upper' with labels to show the starter, the handle and 'the bit that picks up the litter'. The children make good progress when using the computer and some demonstrate skills in advance of those expected for their age in their control of the mouse and in their understanding of the different functions of the tool bar, when using a paint program. They learn how to use a programmable toy and enter instructions for it to move forward. The children are introduced to the cultures and beliefs of other people appropriately through literacy and religious education lessons and, in general, the resources provided for role-play reflect a suitable variety of different cultures.

### **Physical development.**

67. Children are making sound progress in developing physical control, mobility and awareness of space indoors. Most are on course to reach average standards by the end of

the Reception year. However, the classroom, at present, is situated on the first floor of the school building and the designated outdoor play area for the children is in the courtyard area some way from the classroom. There is no suitable sheltered area outdoors for the children to use when they cannot get out to play because of the weather or sufficient outdoor play equipment, such as push and pull toys or clambering equipment. Although the teacher tries to ensure that children have regular access for short periods of outdoor play in the courtyard area, it is not possible to use this area for prolonged sessions as an extension of the indoor classroom. Once the children have become settled in school, they have the choice to join the older children in the playground at break times. The children have regular opportunities to use the hall and playing field for physical education lessons. In the outdoor games lesson observed, children demonstrated increasing control over a bat by hitting a ball that was either thrown or rolled to them. Good learning in this lesson was due to the teacher providing a good variety of outdoor activities and through the careful demonstration of how to improve their techniques by carefully watching the ball as it comes on to the bat.

68. On entry to the school, the children's ability to handle tools such as scissors and pencils with control is variable. Many opportunities allow them to learn, practise and refine their manipulative skills and children competently pick up small items of equipment when engaging in play activities and when making models with construction toys and plasticine. Most children make marks with a variety of painting and writing materials. Good learning in this aspect is due to the good teaching of skills both in the classroom and in physical education lessons that help to overcome the difficulty of free, open access to the outdoor play area.

#### **Creative development.**

69. The children make sound progress overall in developing their creative skills and most are on course to meet the nationally recommended levels of attainment by the end of the Reception year. The quality of teaching and learning is satisfactory and most activities are well resourced and organised. Role-play opportunities are carefully planned and enable children to play out imaginary situations and use props and other resources imaginatively. They are able to sustain aspects of characters for appropriate periods of time and talk about what they are doing. For example, while at play in the 'Garden Centre', children 'plant' seeds in the sand and take on the role of the people who work in the shop. They play co-operatively as part of a group and collaborate well when using the bricks for building towers and when making models with the construction equipment. Their creative play outdoors, however, is restricted by the lack of free access to the outdoor play area. In music, teaching fully maximises what the children can do and their attainment is good. In the lesson observed, children explored and organised different sounds by using the percussion instruments to create musical patterns that represented mini-beasts, such as a butterfly or spider. The teacher recorded their group compositions and used them well to encourage the children to share their thoughts and ideas about each group's performance. In their artwork, children paint freely, print with a variety of objects and use a range of materials to produce some good individual collages. They learn how to mix colours when painting and the finished products display sound development of skills.

#### **ENGLISH**

70. Overall, standards in English are above those typical for seven year olds. This represents an improvement since the last inspection when standards were in line with national averages. The findings of this inspection differ from the results of the 2000 national tests where standards were found to be well below average in both reading and writing. These differences are explained by the fact that the previous Year 2 group had significantly more pupils on the register of special educational needs. The improved standards are also the result of the good teaching evident at this key stage.

71. Overall, standards achieved at the end of Year 6 are below those typical for eleven year olds. Standards achieved in the national tests in 2000 were above the average for all schools and well above the standard expected in similar schools. The difference between these two sets of results is explained by variations in year groups. The current Year 6 has a much higher proportion of pupils with special educational needs than previous or other year groups. A high proportion of these pupils have significant behavioural or learning needs. In addition, there have been a number of changes of staff in Key Stage 2 and high pupil mobility. All these factors significantly limit the group's ability to reach national standards. Standards for pupils of eleven years old were considered to be variable in the school's previous inspection. This continues to be the case.

72. Pupils at both key stages achieve appropriately in English as they move through the school. Pupils with special educational needs achieve good standards compared with their previous attainment because they receive well planned and effective support in class and their progress is regularly reviewed. The Additional Literacy programme in Year 3 supports pupils' development well. The school has identified the need to develop strategies to support the improvement of boys' literacy. A significantly higher proportion of boys are on the school's register of special educational needs and five out of six pupils who have statements of special educational need are boys.

73. By the end of Year 2, standards in speaking and listening are above average. Pupils enter the school with broadly average levels of confidence and spoken language. They quickly develop their responses and enjoy listening to, and talking about, stories, rhymes and poems. This was evident when a Year 2 class talked about the stories the teacher had read to them by Jill Murphy. Pupils explained, many in good detail, how to make the beginning of a story interesting. Several pupils made simple comparisons between different stories. At the end of the session, as a result of the good opportunities given to them by their teacher, pupils were able to explain their ideas and how far they had progressed with their story plan. Pupils with special educational needs were able to contribute their ideas because they received good support from their teacher and support assistants.

74. By the end of Year 6, standards in speaking and listening are overall below average. However, although there are a small number of pupils who explain their opinions and ideas fluently and who confidently use an appropriate range of vocabulary, most pupils in this small group need support and encouragement to develop their ideas and to respond in any detail. In the younger classes in Key Stage 2, there is evidence that standards are closer to average and pupils' responses are more developed and fluent. The school provides a good range of opportunities for pupils across the school to speak to different audiences. A good example of this was seen during the week of the inspection when pupils took part in the Flower Service in the parish church. Pupils of all ages took part reading poems and hymns to an audience of the whole school, parents and members of the community. They read clearly and fluently and their contribution enriched the experience for all.

75. Standards in reading are average at the end of Year 2. Pupils handle books confidently and take them home regularly to practise their skills. More able pupils read confidently and fluently. They enjoy talking about characters and parts of their book and most pupils are able to name authors and books they like. Average and below average readers understand and can use their knowledge of phonics to help them in their reading of unfamiliar words but some less confident readers need support to do this.

76. Standards in reading are below average at the end of Year 6. More able pupils read fluently and at an appropriately challenging level. They discuss the texts they read with growing competence, comparing texts by the same and different authors. In other literacy lessons, they discuss aspects of language relevant to writing advertisements. All pupils who were heard to read were able to talk about books they had enjoyed. However, the majority

of pupils in Year 6 need support and encouragement to read texts which are appropriate to their age. Pupils in both key stages have too limited opportunities to develop their library and research skills. The school is aware of this limitation and has included the development of the library and pupils' use of it, in the action plan for literacy. The school provides good opportunities to develop pupils' skills and confidence in reading through sessions such as the paired reading between pupils in Year 6 and those in the Reception class.

77. Standards in writing are above average at the end of Year 2. Average and more able pupils in Year 2 are secure in their understanding of how to write a story of an appropriate, and often good, length for their ages. They use and consider a range of interesting words which they include in their writing. This was seen clearly, for example, in a literacy lesson where pupils were writing a story based on their reading of one by Jill Murphy. They had considered story openings, used a range of interesting words, and developed their ideas well. As a result of this good level of preparation, pupils were able to write confidently and at a good length. More able pupils sustained the pace and interest of their story and brought their ideas to an appropriate conclusion. Across the school, the majority of pupils know how to use basic punctuation to form accurate simple sentences and develop confidence in the spelling of familiar and sometimes more complex words. Less able pupils, although writing coherently, need support to maintain the accuracy of their writing. Pupils write for a generally appropriate range of purposes with a stronger emphasis on creative story writing. This emphasis is sometimes at the expense of other writing forms which are less well represented in their writing over the year.

78. Standards in writing are well below average at the end of Year 6. Younger pupils in Key Stage 2 achieve higher standards. This reflects the impact of dislocated teaching, pupil mobility and a well above average proportion of pupils with special educational needs in the current Year 6 group. In Year 6, pupils write in a generally appropriate range of forms, which includes narratives, newspaper reports, posters and advertisements, diary and letter writing and writing about their reading. In the best writing, there is a good use of descriptive language with some elements of more complex sentence structures. The use of basic punctuation is generally accurate with some consistent, appropriate use of punctuation for direct speech and organisation of writing into paragraphs. The range and detail of vocabulary improve steadily over the year. Average pupils often write using a lively range of vocabulary but the levels of accuracy particularly in spelling are more variable. Less able pupils write coherently mainly in simple sentences with a sometimes insecure understanding of the spelling of familiar and more complex words. Their writing is of limited length and development even when they are supported. Shortcomings in the writing of the current Year 6 include insufficient development of a range of writing which sustains and develops language and ideas to an appropriate length and uses a more formal range of structures and tones.

79. Pupils throughout the school are taught a neat, joined and fluent style of handwriting and most pupils take care with the formation of their writing and with the presentation of their work. This is an improvement since the last inspection when standards needed improving. The school has worked effectively to achieve this improvement. Pupils' work is valued and respected and this helps to sustain the good care and quality of work. As a result, standards of presentation across the school are good and their work is usually attractive and presented to a consistent format.

80. The quality of teaching and learning is good at both key stages. This is an improvement since the last inspection when standards in teaching were only satisfactory. There was no unsatisfactory teaching observed in this inspection and all lessons were good or better. Strengths in teaching are the good relationships established between adults and pupils in the classroom. These create a positive atmosphere for learning and give pupils confidence to develop their skills and understanding under the guidance of teachers and support staff who know their pupils well. Teachers have sound subject knowledge, which is evident in

their management of the literacy hour and in the range of interesting activities and resources which are provided. These involve pupils well. Most lessons have a purposeful pace because they are carefully planned and pupils are given a clear understanding of what they are expected to learn.

81. Strengths in the teaching and learning of English across the school were illustrated in a very good literacy lesson in Year 3 in which pupils were making information leaflets based on their reading of a text about insects. The teacher's spirited presentation engaged the pupils' interest, sustained their concentration and helped them to have a clear understanding of how to select the information to provide the main elements of pamphlet writing. The teacher's lively instruction, 'We don't need chit-chat..only the most important information', encouraged pupils well. The teacher maintained a very good pace to the lesson because she had consistently high expectations of pupils' responses and concentration and she gave pupils clear time limits to each element of the lesson. As a result, pupils made very good progress with their tasks and consolidated and developed their skills very well. There is a good level of ongoing assessment in most classes and teachers and support assistants keep a good range of recorded evidence of pupils' achievements. Although some teachers use the information from these evaluations well to shape their planning of lessons, the use of this information is not sufficiently sharp in all classes. In the best practice, pupils are given good recognition for their achievements combined with constructive and clear indications of how they can improve their work. This good practice is not consistently used in all classes. Overall, the quality of marking is satisfactory.

82. There are shortcomings in teaching in the way some teachers match the activity tasks to the level of ability of older, less able pupils. On these occasions, pupils' achievement is dependent on the level of support rather than the appropriateness of the task and this sometimes inhibits their abilities to work independently. The school has introduced individual targets for pupils in reading and writing but these are not always consistently evident in pupils' books. They do not provide a sufficiently sharp focus on the next steps in pupils' learning in all classes. Reading is given good attention in the joint reading sessions which teachers in most classes provide. However, there are not always enough examples of language around the classrooms or books on display to encourage more reluctant readers to extend the range of their language and to use this extended language in their writing.

83. The National Literacy Strategy has been fully and appropriately implemented. The Additional Literacy Support programme is effectively used to support pupils in Year 3. Assessment procedures are good and there is a good range of standardised tests to provide information on pupils' progress. However, the use of this information is not fully developed or consistently used to inform planning. The co-ordinator is an experienced and hardworking member of staff. She has established useful priorities for the development of the subject but has not had sufficient opportunities to monitor teaching or pupils' progress across the school. Resources in literacy are satisfactory with some useful recent purchases to resource the literacy hour. There are an appropriate number of books in classrooms. However, the library space is too small to allow groups to work to develop their research skills and the organisation of the books does not give good support for developing pupils' library skills. The subject is enhanced by book fairs and poetry days and makes an appropriate contribution to pupils' spiritual, moral, social and cultural development. The curriculum meets the requirements of the National Curriculum.

## **MATHEMATICS**

84. Standards in the national tests for seven year olds since 1996 have remained below, and sometimes well below, the national average, except for 1999 when above average standards were attained. Standards continued to be well below average, as compared with



all and similar schools, in the 2000 tests. At both key stages, pupils achieve soundly. Those with special educational needs attain good standards according to their previous learning, and make good progress towards their own learning targets.

85. The findings of the inspection are that the current Year 2 pupils are achieving average standards. This is similar to the preliminary results of the 2001 national tests and represents a significant improvement since 2000 and since the 1997 OFSTED inspection. This has been achieved by the good quality of the teaching and the consistent application of the Numeracy Strategy. Pupils investigate a good range of number patterns, such as the pattern of three, four and five using numbers up to 100, and are interested in the way that 'magic squares' are devised. Most pupils double and halve numbers up to 50 and more able pupils extend their understanding as they count in hundreds up to 1000. They measure objects, such as books from their book-corner, using non-standard and standard measurements. Their work on data handling is good. They are confident with tallying, and they collect and display a good range of interesting data, such as their favourite chocolate biscuits, how they come to school and the different fastenings to clothes represented in the class.

86. Standards in the Year 6 national tests have been above and well above average since 1999. In 2000, they were well above those expected in all and similar schools. The targets for attainment in the 2000 test, which the school had set previously, were exceeded by a significant margin. The findings of the inspection are that pupils in the current Year 6 group are on course to achieve standards that are below those expected for their age. This is broadly in line with the preliminary results of the 2001 tests and it is well below the published target for pupils' attainment in the subject. The difference between the 2000 and 2001 scores is explained by the high proportion of pupils in the Year 6 group with special educational needs, and several with significant educational and behavioural needs. Some of these have joined the group in the last year, several since the end of Key Stage 1, and most since the publication of the attainment targets for 2001. The high level of special educational need and the high mobility make it difficult for the group to reach national standards and for realistic attainment targets to be set.

87. Most pupils in Key Stage 2 are working at appropriate levels for their age, but most in Year 6 are not achieving national standards because of high levels of special educational needs in that group. Pupils explore number patterns and use their knowledge of mass to work out how many different totals a grocer might measure with just four separate kilogram weights. More able pupils are confident with using decimals to three decimal places and reducing fractions to their lowest form. This takes them into levels above those expected for their age. Pupils compare metric and imperial measurements of length and transpose triangular shapes into different geometric quadrants. Pupils confidently use mathematical average, median and mode in a range of data.

88. The quality of teaching and learning at Key Stage 1 is good. At the 1997 OFSTED inspection, teaching was judged to have been unsatisfactory. Now, lessons begin promptly and teachers' introductions are clear and challenging. This ensures that no time is lost at the beginning of lessons and that pupils' interest and enthusiasm are quickly engaged. Teachers maintain good control, and comments and questions in class discussion are clearly directed to individual pupils to keep them all involved. The effective use of praise and encouragement by teachers helps pupils' motivation and improves their learning.

89. The quality of teaching and learning at Key Stage 2 is good, with some very good features. At the 1997 OFSTED inspection, it was satisfactory. Teachers set the context of pupils' work well. This reminds pupils of their previous learning and prepares them well for new work. Teachers ensure that activities are interesting and challenging. For example, younger pupils took part very keenly in their number bingo game as an oral starter to the lesson. Where teaching is very good, teachers show very good subject knowledge and

lessons proceed at a brisk pace which maintains pupils' interest. Teachers use a wide range of strategies and management techniques to encourage and challenge pupils as much as possible. This ensures that pupils make as much progress as possible in their learning.

90. Across the school, the National Numeracy Strategy is being implemented soundly. Teachers have a secure understanding of the Strategy's requirements and appropriate emphasis is placed on the different parts of the lesson. A minor weakness is that the specific learning intended in the oral starter is not always made clear. This makes it more difficult for a careful progression of skills to be taught across the school. Overall, teachers' planning is sound but some lacks sufficient detail. A strength across the school is the quality of teachers' marking. Work is regularly marked and assessed and pupils are often helped and encouraged by useful and practical comments about how they might improve.

91. There are several shortcomings in the management of the subject and the overall support provided for teachers which limit the drive for higher standards. There is a brief policy statement but this does not make reference to the way in which the school is implementing the National Numeracy Strategy or give advice to teachers on how they might promote investigative work. Important links with information and communication technology are not sufficiently identified. The present co-ordinator has not had sufficient opportunity to monitor the quality of teaching and learning across the school or to assess the quality of pupils' work. There is insufficient analysis of the results of national tests and other assessment data to allow clearer achievement targets to be set for pupils across the school. The co-ordinator produced a useful development plan for the introduction of the National Numeracy Strategy but this has not been brought up-to-date. This makes it difficult for the school to plan for developments and improve standards. There are several good examples of the use of numeracy across the curriculum; for example, in science, as pupils in Year 3 draw graphs to show the results of their litter survey and as they measure in design and technology. The subject meets National Curriculum requirements.

## **SCIENCE**

92. Standards in the current Year 2 are above average. This is a significant improvement since the school's previous OFSTED inspection in 1997 when it was judged that the majority of pupils were achieving below the national average. The subsequent 1998 HMI inspection judged standards to be considerably higher than in previous years. The findings of this inspection differ slightly from the school's results in the 2000 end of key stage assessments made by teachers when the proportion of pupils achieving expected levels was below the national average, but the proportion achieving higher levels was above average.

93. Standards achieved by the current Year 6 are below average. This judgement differs considerably from the results of the 2000 national tests at Key Stage 2, which showed that standards were well above average. However, the difference should be treated with caution because of the small number of pupils in each year group, which means there is considerable year-to-year variation in the school's results. There are also significantly more pupils with special educational needs in the current Year 6 than in the previous year, some of whom joined the school in the previous year. This year group has also suffered some disruption to their education over the past four years through the high turnover of staff. At Key Stage 1, pupils make good progress, whilst progress at Key Stage 2 is satisfactory. Pupils with special educational needs make similar progress to others in the school. No significant differences between the achievement of boys and girls were observed during the inspection.

94. The quality of teaching is good overall with a number of strengths that have a positive impact on the pupils' learning in lessons. This is an improvement since the 1997 OFSTED inspection when the quality of teaching was judged to be sound overall. Most teachers are

now confident in their knowledge of the subject and this results in good learning. Throughout the school, a strong emphasis is placed on the teaching of experimental and investigative work. This is an improvement on the findings of the school's previous inspection when it was judged that this approach was insufficiently emphasised. There are good relationships between pupils and adults, which create a positive atmosphere for learning and give most pupils the confidence to put forward their own ideas. However, in Year 6 it highlights a weakness in pupils' ability to decide on an appropriate approach to answer a question.

95. At Key Stage 1, the quality of teaching and the quality of pupils' learning are good. The above average attainment at this key stage is due to this good teaching. The effective teaching of investigative skills enables pupils to make good progress in their learning and to achieve high standards. For example, in Year 1, pupils make predictions about the animals and plants found in two contrasting areas such as the school field and the playground and use drawings and writing to describe the differences. In Year 2, pupils investigate the conditions needed for seeds to begin to grow. They observe and make a day-to-day record of their observations, using these to draw conclusions. The good teaching ensures that pupils are provided with challenging tasks that capture their interest and make learning enjoyable. Teachers emphasise to pupils the importance of using the correct scientific vocabulary when asked to give an explanation of their work. This enables the teacher to recognise any misunderstandings the pupils may have and help to clear them up. Pupils present their work in an appropriate variety of ways, such as drawing, writing, charts and tables and the marking of pupils' work is good. This includes 'teacher scribed' questions and answers that enable them to assess the knowledge and understanding that pupils have gained. Weaknesses in teaching include insufficient use of information and communication technology to enhance the pupils' learning. At times, when tasks are set, they are over directed by the teacher and, consequently, pupils do not have the opportunity to use their own initiative.

96. At Key Stage 2, the quality of teaching and learning is also good. In all lessons, the management of pupils is very good and the standard of questioning high. This was well illustrated in a good lesson in the Year 5/6 class, when the teacher used the line graphs produced by pupils of a previous investigation on the dissolving of sugar. Although the pupils could describe the dissolving process, for many, it was only through the constant reinforcement, extra support and very hard work of the teacher that eventually enabled them to consider how graphs can be used for communicating data in a systematic way. Although pupils in Year 6 make steady progress and generally work at levels relevant to their abilities, the knowledge and understanding of many of these pupils are at a fairly superficial level. For many pupils in the current Year 6, their ability to record work is not always sufficiently developed. This was particularly noticeable in the analysis of the work from the previous two terms. However, an analysis of pupils' work in Year 3 and 4 indicates that a higher number of pupils have a well-developed knowledge and understanding of key scientific ideas and that the strong emphasis placed on the development of investigative skills is successful. The high expectations of the teachers are clearly evident in the challenging tasks set. Minor weaknesses in teaching are where there is some over direction by the teacher and the opportunity for pupils to find out for themselves is lost. For example, after reviewing habitats with the pupils and asking them to identify the structure of food chains, the teacher's explanation of how to use the worksheet was very detailed and left little for the pupils to think about when they came to completing it.

97. Science is well supported by a school policy and a scheme of work that follow the nationally recommended guidelines and assist in planning for the mixed-aged classes of two year groups. The assessment procedures are good and include an end of unit task. Science is well led by an enthusiastic subject co-ordinator who has carried out some monitoring of pupils' work. Appropriate links with numeracy and literacy are evident in the

pupils' work but there is little evidence of their using information and communication technology to record the results of investigations. Learning resources are satisfactory and, in addition, the school has extensive grounds and a pond to support the teaching of environmental science. Progress since the last inspection is good overall. Teaching overall has improved and there is a more systematic approach to teaching scientific skills. Curricular planning provides clear guidance to teachers and the teaching of the subject fully meets the requirements of the National Curriculum.

## **ART AND DESIGN**

98. During the inspection, it was possible to observe only one lesson in Year 2. Judgements are, therefore, based on an analysis of pupils' work and teachers' planning throughout the school. Indications are that standards are average by the age of seven and below average by the age of eleven. In the school's previous inspection, standards were average at both key stages. Pupils, including those who have special educational needs, achieve satisfactorily.

99. At Key Stage 1, the quality of teaching and pupils' learning is good. It was also good in the lesson observed at this key stage. In the lesson seen, strengths in the teaching supported pupils' learning well. For example, they discussed their ideas and their work confidently because they had been given clear explanations of their task. They developed a good understanding of how to plan, develop and refine their ideas as they put them into practice. As a result, they worked productively and with good concentration. Other pupils have a satisfactory range of experiences in other media. For example, pupils use a good variety of collage materials in their work and they are able to select tools and colours from within a restricted range. They learn to use their observational skills in their careful pencil drawings. Useful links are made with other subjects, such as religious education, where they draw objects important to the Jewish faith, and fruit in their work in science. Some higher attaining pupils use their pencils effectively to explore how they might portray the texture and grain of a piece of wood. They explore printing on different background materials and the effects of colour in their wax crayon and paint portrayal of fireworks. Teachers' planning indicates they have looked at the work of artists such as Klimt and Van Gogh and have developed their own paintings in a similar style.

100. At Key Stage 2, the quality of teaching and pupils' learning is satisfactory. Analysis of pupils' work indicates that younger pupils reach average standards because their skills have been developed systematically and the range of their experiences has been coherent. Pupils in Year 3 work collaboratively to discuss and create an effective felt collage plan of the local area. Year 4 pupils make representations of natural objects such as shells, using cardboard and string to create patterns and shapes. By the end of Year 6, pupils are given an appropriate range of opportunities to explore and use their observational skills and the effects of pencil drawings in their sketchbooks. Some observational drawings show an appropriate awareness of form, such as those that explore how movement of the human figure can be portrayed. However, most drawings in pupils' sketchbooks have too limited detail, and awareness of shape and form is below average for their age. Also the range of work which shows that pupils are able to select and use a range of colour to achieve different effects is limited. The development of pupils' skills year by year is not sufficiently evident in older pupils' work. Across the key stage, there are useful planned links with other subject areas which give pupils interesting opportunities to explore their understanding of traditions in other cultures. For example, in a good link with religious education, Year 6 pupils explored pattern and natural form following discussion of some of the traditions and forms in Islamic art.

101. The co-ordinator provides sound leadership in the subject. Although new to the role, she has reviewed the policy for the subject to meet the requirements of Curriculum 2000 and to include the new units of work which are being trialled this year. The policy has been

discussed with staff but not yet ratified by governors. The new scheme of work is based on units from Qualifications and Curriculum Authority guidelines and allows curricular time for the teachers to explore cross curricular links with other subjects. At present, the co-ordinator monitors the subject informally by talking to other teachers and looking at pupils' work on display. This discussion has enabled the new units to be informally evaluated. The need to adjust the balance of pupils' experiences has been identified as has the confidence of staff in some areas of the curriculum. There are no arrangements for the assessment of pupils' skills in the subject. Pupils' work is displayed attractively around the school. There is a satisfactory range of resources for the new units of work in the subject but examples of artwork from a range of other cultures are limited. The subject makes a sound contribution to pupils' spiritual, moral, social and cultural experiences.

## **DESIGN AND TECHNOLOGY**

102. By the ages of seven and eleven, pupils attain standards that are average for their age. This is an improvement since the 1997 OFSTED inspection when attainment was judged to have been below national expectations. Since then, standards have been raised to average levels because of the school's effective response to the key issue for action from that inspection. This maintains the improvement recognised in the HMI inspection in 1998. During the current inspection, it was not possible to observe any lessons taught. Judgements are, therefore, based on an analysis of pupils' work, teachers' planning and discussions with pupils and teachers. Pupils' achievement in the subject is satisfactory, including for those with special educational needs.

103. At Key Stage 1, the quality of teaching and learning is satisfactory. The teaching places an appropriate emphasis on both the making and the design processes. This ensures that pupils are learning the right things. Younger pupils design and make their own playground models after visiting the local play park, and design a winding mechanism to lift 'poor pussy from the well'. Other pupils are given the opportunity to explore textiles by designing Joseph's coat and to use simple mechanisms to make story books with some pages that incorporate moving parts, including sliding parts, linkages and levers out of card strips and split pins. However, evidence of pupils suggesting ways in which they could improve their work were limited.

104. At Key Stage 2, the quality of teaching and learning is also satisfactory. An example of a design project from younger pupils illustrates the way in which teachers' planning and preparation support pupils' learning soundly. Pupils were designing and making freestanding photograph frames. They began by examining a selection of commercially produced frames from which they drew ideas to design their own. Their final designs were accurately measured and showed the necessary detail of how they wanted their frame to look, considering its shapes and how they would decorate it. They used a variety of materials in their making and the completed work showed that the standard of their work was sound for their age, with a number of pupils using imaginative finishing techniques to improve the appearance of their frames. Work by older pupils illustrates how pupils' commitment to, and involvement in, their activities improves their learning. Year 6 pupils' project was to design and make a pair of slippers. They were given the opportunity to analyse and investigate a range of commercially produced slippers before designing their own. They made a paper pattern of their idea, stitched a variety of fabrics together and wrote a step-by-step flow chart to show the order of their work. In their evaluation, they identified the changes they would make to improve the appearance and function of their slippers. This was clearly a challenging task for all pupils and they talked with great pride about their achievements and considered that the hardest part was making the patterns. Throughout this key stage, pupils evaluate their designs and products and suggest ways in which they could be improved.

105. The co-ordinator provides sound leadership in the subject. She has produced a helpful policy for the school and has introduced the guidelines published by the Qualifications and Curriculum Authority as a basis to support teachers' planning. Teachers' planning and pupils' completed work show that pupils undertake a suitably broad range of experiences in designing and making as they move through the school. To help overcome the mixed-aged classes of two year groups, the school has adopted a two-year rolling programme based on three projects a year. At present, the co-ordinator monitors pupils' work informally by talking to other teachers and looking at work on display. There are no whole school, formal assessment procedures for design and technology. Resources for the subject are satisfactory and, in general, the range ensures that pupils have adequate tools to use when making products.

## **GEOGRAPHY**

106. By the end of Year 2, pupils reach average standards but, by the end of Year 6, standards are below average. The current Year 6 has a well above average proportion of pupils with special educational needs and has had several changes of teacher during Key Stage 2. Indications are that standards are average in the younger classes in Key Stage 2. In the school's last inspection, standards were average at both key stages. Pupils with special educational needs build appropriately on their previous learning. Across the school, pupils achieve satisfactorily.

107. The quality of teaching and the quality of pupils' learning are satisfactory at both key stages. Pupils in Year 2, in their study of the island of Struay, make appropriate comments about features of the island such as transport, occupations and buildings and make simple comparisons with features of their own local area. They make drawings and plans of the area around the school and make simple pictorial representations of their route to school using appropriate directional language. Teachers use the school surroundings appropriately to extend pupils' awareness of their environment. For example, good links are made with science as they look at the different environments and habitats around the school. Each class has a 'travelling' teddy bear and pupils follow his journeys around the country. The work planned for pupils generally represents an appropriate degree of challenge for most pupils to respond at their own level.

108. At Key Stage 2, the work of younger pupils gives them a good appreciation of their local environment and how it could be improved. Year 3 pupils have had a specific focus on litter. In a lesson observed, they undertook a litter trawl of the school grounds and were very interested in analysing the results. These activities were challenging, were introduced enthusiastically and provided a clear focus on the reality of their environment. As a result, pupils were well behaved and well involved as they moved about the school grounds and this improved their learning. Further planned work involves writing a letter to the headteacher outlining their ideas for improving the environment and collating their information about litter on a database. Good links are made with art as younger pupils made a felt collage plan of the village of Northiam. They used their knowledge of simple two figure co-ordinates to plot features including their own houses and to create effective forms on their plan. Pupils and their teacher were justifiably pleased with the quality of both the geographical and artistic elements. There are some strengths but also some shortcomings in the quality of the learning of pupils in Year 6. Discussions with pupils indicate that, although pupils have covered the topics outlined in teachers' planning appropriately, their knowledge base is insecure and too sketchy. They are able to name some of the world's most significant mountain ranges but only a few are able to explain where they could be found. They have a too limited understanding of how mountains are formed and how tourism affects mountains. In an interesting link with their work in design and technology, pupils explored the effect on a community of the building of a bypass. They used maps and plans at different scales but the detail and range of their work were

too narrow to develop their geographical skills appropriately. The amount of recorded work for these older pupils is too limited. It does not sufficiently support the development of their geographical skills nor does it adequately represent the areas covered in planning for the subject.

109. The co-ordinator is new to the role but is developing a sound understanding of the developments necessary in the subject. She has recently reviewed and developed a new policy and has identified as a priority the formation of an action plan for the subject. The new scheme of work uses units of work from the Qualifications and Curriculum Authority guidance within the school's topic approach. These have been trialled this year and are now due to be evaluated and further refined to meet the more specific needs of the school. There have been no opportunities for the co-ordinator to monitor either teaching or pupils' work. Assessment in the subject is not fully developed to include the development of pupils' skills. Fieldwork is used appropriately to develop pupils' geographical awareness. For example, at Key Stage 1, good use is made of the local environment and at Key Stage 2, pupils visit the Isle of Wight to extend their geographical knowledge. Pupils' social and cultural awareness is appropriately developed in such events as the 'Taste of India' day organised through the school's links with the Pestalozzi village.

## **HISTORY**

110. By the ages of seven and eleven, pupils attain average standards. As it was only possible to observe the teaching of history in the Year 5/6, class judgements are based primarily on an analysis of pupils' work in all years, displays, discussions with pupils about their work and the school's planning. The current findings broadly reflect the findings of the previous OFSTED inspection in 1997. Achievement is satisfactory in both key stages, and all pupils, including the high proportion of pupils with special educational needs in Year 6, make satisfactory progress. There are no significant differences in the attainment between boys and girls.

111. The quality of teaching and learning at Key Stage 1 is satisfactory. At the end of Year 2, the pupils are achieving at a level appropriate for their abilities and the knowledge and skills they bring with them from Year 1. They have learned about famous people such as the Wright brothers and sequence the main events in their lives. They understand from familiar objects such as toys, how some things have changed over time whilst others have remained the same. The pupils' work shows that they have a satisfactory knowledge of events in the lives of significant people such as Grace Darling and Guy Fawkes and are beginning to recognise that there are reasons why they acted as they did. They understand how the Great Fire of London started and why it was so devastating.

112. The quality of teaching and learning at Key Stage 2 is also satisfactory. Younger pupils gain a satisfactory understanding and appreciation of the periods that are taught. For example, they know about the way of life, beliefs and achievements of Ancient Greece and their knowledge of the legacy of that civilisation is appropriate. They are also aware of the effects that the Second World War had on the lives of people, such as evacuation and rationing. They have clearly put a lot of effort into their research on Henry VIII and his six wives and demonstrate they have a sound factual knowledge about him and his perceived character. Older pupils learn about the important dates in the life of Christopher Columbus by designing and making a passport for him.

113. The pupils' knowledge is built on appropriately as they move through the school and, by Year 6, most pupils show a sound understanding of the past. Although they are sufficiently aware of historical language to use it in discussion, they are less so in their written work. Thus, pupils' work in Year 6 does not always show the full development of their historical skills. However, analysis of the samples of pupils' work showed that most of their recorded work is too superficial and lacks sufficient depth. Good links are made

between history and literacy to help pupils develop their skills in research and analysing information.

114. The co-ordinator has had the responsibility for the subject for a year. However, he has had very little input into the development of history in the school and agrees that his managerial role in this subject is underdeveloped. The school has recently adopted the national guidelines to provide a structure for teachers in their planning. The policy is in the process of being reviewed. There is no formal whole school procedure for assessment or a systematic approach to recording pupils' progress in acquiring historical skills. There was limited evidence of pupils using information and communication technology in their work, although pupils in Year 6 talked about using the Internet for research purposes. Resources are satisfactory and are supplemented by the library and museum loan services. The curriculum is enriched by visits to places like Hever Castle, the British Museum and Lullingstone Roman Villa.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

115. By the end of Year 2, pupils reach standards that are average for their age. This is an improvement since the 1997 OFSTED inspection when standards were below average. However, by the end of Year 6, standards are below average. This was also the case at the last OFSTED inspection. The main reasons for this low attainment at Year 6 are the high proportion of pupils with special educational needs and the lack of teaching of specific skills. Also the significant spending on resources in the previous year has not had time to influence the standards achieved by the oldest pupils. Pupils at Key Stage 1, and the majority at Key Stage 2, achieve soundly, but the achievement of pupils in Year 6 is unsatisfactory. Across the school, pupils with special educational needs achieve similar standards to other pupils.

116. The quality of teaching and learning at Key Stage 1 is satisfactory. Teachers' planning ensures that pupils have appropriate access to all elements of the subject and that they are learning the right things. For example, pupils have experience of word processing functions, such as using capital letters, changing the size and font style of text and printing their work as they write poems about 'Humpty Dumpty' and 'Twinkle, Twinkle Little Star'. They use art program as they produce pictures of their favourite toys using screen draw, colour filling and stippling effects well in their work. Other pupils are confident about the procedures involved in programming a robotic toy to move over a predetermined course. A strong feature of provision at this key stage is the quality of support given by the learning support assistants. This work is well planned and enables good use to be made of the mini computer suite in the main school. In an activity observed during the inspection, where pupils were writing their own descriptions of part of a Jill Murphy story, a learning support assistant gave them good support, encouragement and instruction. She had a good knowledge of computers and had been prepared well for this activity. All the pupils were engrossed in the lesson, including one with special educational needs, and they were all gently encouraged to develop and extend their skills as far as possible. The quality of this support added significantly to the quality of pupils' learning. Appropriate use is made of the school's digital camera. For example, clear records are maintained and displayed of a recent design and technology project as photographs were taken and printed of pupils holding their completed models of Joseph's dreamcoat.

117. At the end of Year 6, the quality of teaching and of pupils' learning is unsatisfactory. No direct teaching of information and communication technology skills was seen during the inspection but some individual pupils were observed using computers in their classes. However, older pupils do not have sufficient regular access to computers or the specific instruction in the development of skills to enable them to achieve higher standards. Better standards are achieved in Years 3 and 4. Discussions with pupils and an analysis of their work indicated that they had all had some opportunity to use word processing skills. For



example, younger pupils write and print stories they have done based on the work of Dick King Smith and they list the stages of designing and making their slippers in design and technology. Year 3 pupils use their word processing skills well as they write articles for their class newspaper 'The Daily Three Bears', and collate and illustrate them in an interesting magazine style. Older pupils use art program to demonstrate patterns commonly found in Islamic art and use clipart drawings to illustrate the front of their topic folders. Pupils have used the digital camera to provide portraits for their holiday passports, and they access the Internet to find information about tourism in the Alps for their geography project. The newly developed curriculum and the new resources have not had time to influence the standards achieved at the end of Year 6.

118. Better progress in the subject is also limited by lack of leadership and subject co-ordination. This was also a weakness identified at the 1997 OFSTED inspection. The previous headteacher, who left the school in December 2000, had been the co-ordinator. Since then, the subject has been led temporarily, most recently by the new headteacher. This has not provided the subject with consistent, enthusiastic leadership at a crucial time. There is a detailed and comprehensive subject action plan in place which is part of the school development plan. However, there has been some slippage in planned initiatives. For example, the planned review of the scheme of work, the establishment of an after school parent/pupil club and the development of assessment procedures have not been completed. Details of the information and communication technology curriculum are not provided in the school's overall curricular plan and the use of the subject to support work done in other curriculum areas is not consistently planned and developed across the school. Assessment is underdeveloped. There are no clear, whole school procedures for monitoring pupils' attainment or of the progress they make in the subject. There is currently no collection of work which is assessed according to National Curriculum criteria to help teachers make judgements about the levels pupils achieve. In 1997 the subject failed to meet National Curriculum requirements. It meets them now.

## **MUSIC**

119. Standards in music are average for pupils of seven and eleven years old. This broadly reflects the findings of the previous inspection. In assemblies, pupils sing enthusiastically and demonstrate a good sense of pitch, melody and rhythm. Pupils enjoy their music making activities and participate with enthusiasm. They make good progress at Key Stage 1 and sound progress at Key Stage 2. Pupils with special educational needs make satisfactory progress at both key stages with some good progress evident in Year 1. There are no differences in the standards achieved by boys and girls.

120. At Key Stage 1, the quality of teaching and pupils' learning is good. Pupils get off to a good start in the Reception/Year 1 class, where the teacher provides well planned opportunities for them to create and develop their musical ideas with a range of percussion instruments. They are also given the opportunity to listen to the recordings of their compositions and discuss the different effects. Strengths in teaching across the key stage are that lessons are well prepared with a broad range of musical activities that are suitably challenging. As a result, by the end of Year 2, pupils sing a variety of songs tunefully and enjoy exploring and organising sounds to create a simple piece of music. They show an increasing awareness of pitch, dynamics and timbre when using their voices to follow graphic signs and when singing the 'Spooky Song'. A lesson to older pupils illustrated further examples of good teaching and the impact this has on pupils' learning. Time within the lesson was well organised and the activities became progressively more demanding. For example, graphic symbol cards were used effectively to help pupils improve their performance and pupils then moved into small groups to devise their own composition. The teacher treated all pupils as real musicians and, consequently, they rehearsed and performed as 'musicians' with each group having a conductor to provide the lead.

121. At Key Stage 2, the quality of teaching and learning is satisfactory. Pupils have a sound understanding of rhythm and basic musical structure. Many of them sing a good repertoire of songs with accurate pitch, vary dynamics and show their appreciation of rhythm. Overall, teachers plan their lessons appropriately to balance the activities between creativity and control. Teachers' subject knowledge is in general sufficient to teach basic musical skills and knowledge. As they move through the school, pupils develop their singing voices and performing skills by taking part in a range of musical activities both inside and outside the school. The composing skills of pupils in Year 6 are, however, not as strong as their singing. In the Year 5/6 class, pupils develop their knowledge and increase their understanding of different styles of music by listening to, and appraising, a suitable variety of music, including most recently, that of the Beatles. There was little evidence across Key Stage 2 of pupils recording their work and only pupils who receive instrumental tuition are confident in using musical notation.

122. The teaching of music is well supported by a useful policy and scheme of work that combines the nationally recommended guidelines with that of the Local Education Authority's scheme. The co-ordinator is enthusiastic about music and, in general, has a positive impact on the musical activities in the school. To date, the co-ordinator's monitoring of the subject and awareness of teachers' needs are dependent upon informal discussions with them. There are no consistent forms of assessment to record systematically the skills which pupils acquire. There was little evidence of teachers using information and communication technology to support pupils' learning in music. The subject is adequately resourced, although some instruments are not in good enough condition. Pupils have the opportunity to join a choir at times when the school puts on a production and take part in the local Infant and Junior Music Festivals. Peripatetic teachers provide music tuition for pupils in guitar, keyboard and the violin. A recorder club run by the co-ordinator is open to any pupil from Year 3 upwards. Extra activities include regular opportunities for singing in the local church and to the elderly at a local residential home.

## **PHYSICAL EDUCATION**

123. Because of the way in which the timetable was organised, it was not possible to see a sufficient range of activities to make an overall judgement about standards achieved at the end of either key stage. Standards achieved in the games lessons seen at both key stages were satisfactory. The school indicates that standards in swimming at the end of Year 6 are sound. At the 1997 OFSTED inspection, standards achieved across the school were unsatisfactory.

124. There was also insufficient evidence for an overall judgement to be made about the quality of teaching and pupils' learning across the school. In the few lessons observed at both key stages, the quality of teaching and the quality of pupils' learning is satisfactory. This was also the judgement of the 1997 OFSTED inspection. At Key Stage 1, the lesson began with an appropriate warm-up and the reason for it was carefully explained. A good relationship was established with pupils in the class and activities were introduced clearly. This ensured that pupils were clear about the task they had to try and they were well motivated. At Key Stage 2, teachers make appropriate reference to safety issues as pupils are given good opportunities to consider the rules and tactics required in their simple bat and ball games. Teachers circulate well around the groups as they work to encourage and instruct pupils. This promotes pupils' learning and increases their understanding of tactics in small games situations. In some lessons, teachers' planning is too brief and contains insufficient detail about the activities to be followed. Pupils do not have enough opportunities to evaluate their own work and that of others.

125. A sound policy statement and a concise curricular overview grid, which indicates when elements of the subject are to be taught over a two-year cycle, support teachers' work. The school follows the nationally recommended scheme of work. Assessment in the

subject is unsatisfactory. There are currently no whole school procedures for measuring and recording the progress pupils make in the subject as they move through the school. This makes it more difficult for the school to be clear about pupils' achievement in each aspect of the subject, for example, in swimming. The school's work is supported well by the opportunity for pupils to take part in competitions with other schools in football and netball. The success of the football team in becoming county six-a-side champions and reaching the regional finals at Crystal Palace is prominently displayed in the school's entrance. The outdoor resources for the school are sound. There is a satisfactory range and amount of small equipment to teach successfully the subject and, although the playground is small and the large field sloping, both are used well and support the subject satisfactorily. However, the school hall is on the first floor and is not easily accessible and sufficient equipment to allow the full development of pupils' gymnastics skills has not been provided. This accommodation and resource shortcoming means that the school is still not able to fully meet the National Curriculum requirement to teach gymnastics. This was also the judgement of the 1997 OFSTED inspection and means that insufficient improvement has been made.

## **RELIGIOUS EDUCATION**

126. By the age of seven, pupils attain the standards that are expected by the locally Agreed Syllabus, but by the age of eleven standards are below those expected. In the school's previous inspection, pupils' attainment met the expectations of the locally Agreed Syllabus at the end of both key stages. The overall standard and the learning of the current group of pupils in Year 6 have been affected by a well above average proportion of pupils with special educational needs and by changes of teachers. Pupils make sound progress as they move through the school. Pupils with special educational needs are fully involved in lessons and achieve at the same rate as other pupils.

127. The quality of teaching and pupils' learning is satisfactory at both key stages. Across the school, pupils feel confident and secure in the classroom. This helps them to be involved appropriately in the lessons' activities and to offer their ideas and responses in class discussion.

128. At Key Stage 1, as older pupils visit the parish church, they understand some of the most important features of the church building and why these features are important to Christians. Through appropriately adapted storyboards, they are able to recount stories from the Bible such as the story of Moses and the parable of the Good Samaritan and they understand some simple reasons why these stories are significant. In useful links with art, teachers use a good range of artefacts to develop pupils' understanding of some of the traditions and beliefs of the Jewish faith.

129. At Key Stage 2, younger pupils demonstrate an appropriate range and depth of work as they draw and annotate some of the most important symbols and beliefs in Christianity and the Hindu faith. For example, in Year 3, the teacher provided some thoughtful opportunities for pupils to think about the importance of God in their lives. One pupil wrote in her book, 'God is like a friend and like air and all around us.' Year 4 pupils develop their understanding of common symbols used in the world's major religions when they write about the festivals of light in Christianity and in the Jewish and Hindu faiths. In a Year 6 lesson observed during the inspection, the quality of teaching and pupils' learning was satisfactory. The teacher drew effectively on pupils' knowledge of the traditions and beliefs of Islam by encouraging their observations of carefully chosen examples of Islamic art. However, an analysis of pupils' work indicates that the range, depth and detail of older pupils' recorded work are generally too limited and that these pupils do not have sufficient appropriate opportunities to consider their own responses to issues of belief and to spiritual experiences.

130. The subject co-ordinator has recently been appointed and is still developing her understanding of the role. She recognises the need for further training and for greater knowledge of work in Key Stage 2 where her own teaching experience is more limited. She has recently reviewed and adapted the policy for the subject to reflect the requirements of the Agreed Syllabus and the units of work on which teachers' planning is based. There has been no monitoring of teachers' planning of the new units of work, teaching in the subject or of pupils' work. Assessment in the subject is underdeveloped. There are currently no procedures for monitoring pupils' attainment or the progress they make through the school. Good links are maintained with the local parish church. Pupils in the school visit the church for the main festivals of the Christian calendar and, on other occasions, such as the Flower Festival which took place during the week of the inspection. These occasions provide a good opportunity for pupils to develop their experience of Christian worship and their spiritual responses. Through its links with the church and local clergy, the subject makes an appropriate contribution to pupils' spiritual, moral, social and cultural development. Opportunities for pupils to have experiences of other faiths are more limited and are not built into the school's planning. Resources for the subject are satisfactory and are used appropriately to support teachers' planning and pupils' experiences in lessons.