

INSPECTION REPORT

**FOREST ROW CHURCH OF ENGLAND
PRIMARY SCHOOL**

Forest Row

LEA area: East Sussex

Unique reference number: 114504

Headteacher: Mr I Allison

Reporting inspector: Mrs D Wilkinson
23048

Dates of inspection: 29th April – 2nd May 2002

Inspection number: 244484

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: School Lane
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Forest Row
East Sussex
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Postcode:

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Appropriate authority: The governing body

Name of chair of governors: Mr N Merrick

Date of previous inspection: 11th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23048	Mrs D Wilkinson	Registered inspector	English History Music Equal opportunities English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
8992	Mr J Vischer	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?
10913	Mrs M Kelsey	Team inspector	Design and technology Religious education The Foundation Stage	How good are the curricular opportunities offered to pupils?
11122	Mr D Collard	Team inspector	Science Information and communication technology Geography Special educational needs	
31046	Mrs C Nuttall	Team inspector	Mathematics Art and design Physical education	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Forest Row is a Church of England primary school with 214 pupils (110 boys and 104 girls) in seven classes from reception to Year 6, all attending full time. It is around the same size as when it was last inspected, being smaller than most primary schools. The size of year groups varies significantly, resulting in there being some mixed-age classes. A number of pupils come from outside the immediate area. As is seen in many schools, Forest Row has experienced problems in recruiting teaching staff. The proportion of pupils (25 per cent) with special education needs is above the national average. A slightly above average proportion of pupils (four) have a specific statement of need. A below average proportion of pupils (six per cent) are known to be eligible for free school meals. Currently, there are few ethnic minority pupils, but the proportion of pupils (3.8 per cent) who speak English as an additional language is higher than in most schools. The area has high employment levels and the majority of pupils come from a socially advantaged background. The prior attainment of children entering the reception class varies considerably for each intake, but overall it is around average.

HOW GOOD THE SCHOOL IS

The school ensures that pupils receive an effective education although it has yet to fulfil its potential to provide a high quality education. There are many good aspects of its work, such as the positive learning environment, the good quality teaching and the rich curriculum. As a result, the pupils gain maturity, behave well and develop very good attitudes to their learning. They make good progress and achieve well. Weaknesses in assessment have limited the school's capacity to obtain comprehensive and regular information about the impact of its provision on pupils' progress and, as a result, standards and achievement could be better. Nevertheless, the school cares well for its pupils and provides a good education, resulting in above average standards. Current awareness of its weaknesses means the school is well placed to improve further. It provides good value for money.

What the school does well

- The positive climate for learning created by the headteacher and fostered by the whole school community.
- The above average standards and the good achievement of pupils.
- The personal development of pupils, resulting in the very good attitudes and relationships.
- The consistently good teaching and learning.
- The broad and rich curriculum, which provides well for both pupils' academic and personal development.
- The effective partnership with parents and the very good support they give to the school.

What could be improved

- Formal assessment of pupils' work is at an early stage of development and is not used effectively enough to help promote their achievement and improve standards.
- Lack of regular and rigorous monitoring and evaluation of the school's work means that it does not have sufficient information to make the most effective decisions about where improvement in teaching and learning is needed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 1996 there has been satisfactory improvement overall. Some areas have improved well. In particular, both the curriculum and teaching have improved, the latter especially well. As a result, there has also been some improvement in

standards and achievement. The school has also maintained the good features seen then, for example the positive attitudes, behaviour and relationships of pupils. Three of the weaknesses identified when the school was last inspected have been addressed effectively. In two other areas, those of assessment of progress, and monitoring of the school's work by subject co-ordinators, some improvement has been made, but it is not enough. The quality of both the assessment and monitoring now lags behind that seen in other schools. Partly because of the reluctance of some members of staff to adopt more formal procedures, assessment is not rigorous or regular enough to ensure effective monitoring of pupils' progress or to help plan for the next stage of their learning. As a result, some pupils are not achieving as well as they could. This also affects the ability of management, including subject co-ordinators, to successfully monitor and evaluate the school's provision and pupils' standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	B	B	C	D
Mathematics	B	B	B	B
Science	A	B	B	B

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

This shows the school's performance has been consistently above average in mathematics and science for the last three years. English was less good last year mainly because standards in writing were below average, although they were above in reading. The lower standards were due to the unsatisfactory progress made by the higher attaining pupils from Years 2 to 6. The English results were below those of similar schools and prevented the school from reaching its target, although it exceeded the target for mathematics. Over the past four years, standards in science have improved at a rate similar to most schools. Current Year 6 pupils achieve well overall and the school is likely to reach this year's targets in English and mathematics where standards are above average. Standards in science are average, largely because the overall ability of this year group is not as high, but achievement is satisfactory. Standards are above national expectations in information and communication technology (ICT), history and music, and well above in art and design, because of the good provision. In all other subjects, standards are in line with expectations.

The school's performance in the 2001 Year 2 tests was well above average in mathematics where results have consistently improved, average in reading and below average in writing. Results matched those of similar schools in mathematics, but were below in reading and writing largely because fewer pupils reached the expected or higher levels. In the teacher assessments in science, very nearly all Year 2 pupils reached average levels. In all three subjects, standards are improving, with effective strategies being put in place to address the weaknesses in reading and writing. For the current Year 2, standards are above average in English, mathematics and science. Standards are also above the national expectation in ICT and in art and design, and in line in all other subjects. Pupils are achieving well overall.

Children currently in the reception class make good progress and achieve well. The majority have already reached the early goals for learning and so the standards are above most children of their age. Across the school, pupils with special educational needs and those for whom English is an additional language make good progress and achieve well. Most higher attaining pupils achieve well although, in science, good average pupils are not challenged sufficiently and do not always make the progress of which they are capable.

PUPILS' ATTITUDES AND VALUES

Attitudes to the school	Very good, pupils enjoy their learning and make good progress.
Behaviour, in and out of classrooms	Good in lessons and especially good around the school. No unkind or aggressive behaviour was seen.
Personal development and relationships	The school's ethos ensures that relationships at all levels are particularly good and pupils gain confidence and maturity.
Attendance	Satisfactory and pupils arrive in good time so lessons start punctually.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Good or better teaching was seen in three-quarters of the lessons observed, with over a fifth being very good. One excellent lesson was seen and none were unsatisfactory. This is very good improvement since the last inspection. The good teaching is helping pupils to make good progress overall. The particular strengths are the good planning, use of effective methods to teach new skills and knowledge and a brisk pace, which helps pupils to learn quickly. Classroom assistants are well deployed, supporting pupils well, especially in group activities, and resources are used effectively to help learning. Homework is making a positive contribution to learning and is especially good at the top of the school. English and mathematics, especially literacy and numeracy skills are taught well, as are ICT, religious education, art and design, history and music. This helps pupils to achieve well and reach above average standards in these subjects. Although teaching in all other subjects was satisfactory, there were some weaker elements. These include a lack of challenge for good average pupils in a small number of lessons. The scrutiny of pupils' work also showed that there were some inconsistencies in marking and assessment. This means that, on occasions, lack of progress is not identified and addressed. The teaching for reception children was consistently at least good and, in close to half the lessons observed, it was very good. The special strength is the good knowledge adults have of this age group, resulting in very good direct teaching and the interesting activities provided. Classroom assistants also give very effective support and ongoing assessment of learning is good. In Years 1 and 2, three-quarters of the teaching was good, including in science, helping pupils to achieve well in this subject. In Years 3 to 6, two-thirds of the teaching was good or better with a quarter being very good. Some very good teaching was seen in literacy and numeracy lessons and also in art and design and music. On these occasions, pupils made very good progress in their learning. Pupils with special educational needs and for whom English is an additional language are taught well and make good progress. Pupils who are talented at music are appropriately challenged and make the progress of which they are capable.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a well-balanced and rich curriculum, effectively meeting the interests and needs of pupils.
Provision for pupils with special educational needs	Good. It is well organised and their needs are met well. Good progress is made towards the targets set in their individual education plans and they achieve well.
Provision for pupils with English as an additional language	Good support helps these pupils to make good progress and achieve well. As a result, those who have spent some time in the school often reach above average standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, and especially good for moral and social development, which results in the very good attitudes to work and relationships seen. Provision for cultural development, although good, does not focus sufficiently on the cultural diversity of Britain today.
How well the school cares for its pupils	It cares well for their personal development, health and safety. The monitoring of pupils' academic progress is unsatisfactory.

The school has an effective partnership with parents, providing them with good information about its work and their children's progress. Parents regard the school highly and make a very positive contribution to its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher's clear vision, together with the good teamwork he promotes, is helping to produce a very positive climate for learning in which pupils thrive and make good progress. Weaknesses in monitoring and evaluation procedures limit the effectiveness of management roles.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors are committed and supportive of the school. Weaknesses in the information they receive about its work restrict their ability to help the school plan for and evaluate the effectiveness of developments.
The school's evaluation of its performance	Weaknesses in the assessment procedures limit the school's ability to judge its effectiveness and to speedily institute plans for improvement.
The strategic use of resources	Good use is made of all available resources, which are used effectively to bring about improvements in provision. The principles of best value are applied well.

The number and quality of teaching and support staff enable pupils to make good progress. The very good accommodation and the good quality and range of learning resources help support teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The curriculum offered to their children, including for personal development, is wide-ranging. • Teaching is good. • The school welcomes and values their support. • Staff are approachable and parents' concerns are responded to well. • Leadership and management are good. • New children are helped settle into school well. • The information they receive about new educational developments is good. 	<ul style="list-style-type: none"> • Homework arrangements. • More after-school activities devoted to sport. • A few parents are concerned about mixed- age classes.

Inspectors mainly agree with parents' positive views. The school's climate for learning and good provision help children to enjoy school. Parents are encouraged to be involved in their children's education and are supportive of the school's work. Leadership effectively promotes a shared commitment to provide a wide-ranging education although some management procedures need improvement. Homework arrangements are good and the provision for after-school activities, including for sport, are very good when compared to other primary schools. Teaching and learning in the mixed-age classes are effective for both year groups.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The prior attainment of children entering the reception class varies considerably for each intake, ranging from below to above the expectations for their age. Overall, it is in line with national expectations. This year, the local education authority's baseline assessment, carried out shortly after the children started school, showed that standards were in line with expectations. Both the teaching and curriculum for children in the reception class are good. This helps all children, including those with special educational needs and for whom English is an additional language, to achieve well. As a result, the majority of children currently in the reception class have already reached the early goals for learning and are exceeding the standards of most children of their age.

Years 1 and 2

2. In the 2001 National Curriculum assessments for pupils at the end of Year 2, the mathematics results were well above the national average. The results in English matched the national average in reading, but were below in writing. The mathematics results were better than the previous year and confirm improving standards in this subject. However, in both reading and writing, the results were not as good as previously and around the same as when the school was last inspected. The below average results in writing are mainly because no pupils achieved the higher Level 3. Although the mathematics results were well above those of schools in a similar context, the results in both reading and writing were below those of similar schools. This was because fewer pupils achieved the average Level 2 or the higher levels than was seen in these schools. In the teacher assessments in science, the school's results were close to the national average. There is a difference in the attainment of boys and girls, with boys having overtaken and performed better than girls last year. This is because the school has introduced successful strategies to help raise the achievement of boys. There were some inaccuracies in the teacher assessments of reading and writing, with an over-estimation of how many pupils would reach Level 2. Lack of well-focused assessment data was a contributory factor in the lower standards seen last year. It prevented teachers from accurately identifying where the weaknesses were and therefore planning to address them. The school has recognised the need to improve its assessment procedures and has begun to institute more regular assessment of specific areas in English and mathematics. These strategies have helped teachers to plan better-focused activities this year, which are helping to raise standards in English and to maintain the high standards seen in mathematics.
3. Current inspection findings judge that, by the end of Year 2, standards in English, mathematics and science are above the national average. In English, standards are above average in all aspects of the subject. In mathematics, standards are highest in number work, but lower in using and applying mathematics to solve problems. Standards in science are better than last year because of the good teaching.
4. Due to the good teaching and curriculum for information and communication technology (ICT), pupils achieve well in this subject and reach standards, which are above the national expectation. In religious education, standards reach the expectations of the locally agreed syllabus. Standards in art and design are above the national expectation because of the good teaching and learning and the rich and

interesting curriculum provided. In all other subjects, standards meet the expectations for seven-year-olds.

Years 3 to 6

5. From 1997 to 2000, results in the National Curriculum assessments in English, mathematics and science for pupils at the end of Year 6 have been consistently above average. They were also above average in mathematics and science in 2001, but were lower in English where they were average. In mathematics and science, they were above the results of similar schools, and data also shows that these pupils had made good progress in mathematics and satisfactory progress in science since they were assessed at the end of Year 2. However, as in Year 2, standards in English were not as good as in the other subjects. The results were below those of similar schools, largely because fewer pupils reached the higher Level 5. Another weakness in the English results is that the data shows that these pupils had not made enough progress since they took the national tests at the end of Year 2. When the English results were analysed, it showed that writing was the weakest area, particularly pupils' use of punctuation, and the effectiveness of writing in different forms or for a specific audience. The major reason for lower results in English was, as for the Year 2 results, weaknesses in the assessment procedures, which were not regular or specific enough to clearly identify where pupils were under-achieving. These weaknesses also led to teachers over-estimating the number of pupils likely to reach average standards.
6. Improvements in assessment have helped pupils to make better progress in English this year and, overall standards for pupils currently in Year 6 are above the national average. However, although they are above average in speaking and listening and in reading, they remain average in writing where some improvement in assessment is still needed. Standards in mathematics remain above average. However, as in Year 2, standards are better in number work than in the use of mathematical skills in investigations. For pupils currently in Year 6, standards in science are not as high as last year although they are in line with the national average and pupils are achieving appropriately. This is mainly due to differences in ability, although better achievement is also impeded by a lack of teacher expertise and weaknesses in marking and assessment. Standards are weakest in the skills needed to plan and carry out scientific investigations and experiments.
7. By Year 6, standards in ICT are above national expectations due to the good provision and achievement of pupils. Standards in religious education reach the expectations set out in the locally agreed syllabus. The good quality teaching and learning opportunities in art and design, history and music help pupils to achieve well and reach standards above national expectations in these subjects. In all other subjects, pupils reach standards which are in line with those seen nationally.
8. Pupils with special educational needs are supported well by both teachers and classroom assistants. As a result, they make good progress and achieve well. Pupils for whom English is an additional language receive similarly good support. They make good progress in acquiring competency in English and, as this develops, similar good progress in other subjects. Their achievement is good and some of those who have been in the school for a time reach above average standards. The majority of the higher attaining pupils achieve well. However, there are some occasions when pupils who are working at a good average level are not challenged highly enough, particularly in science lessons, and this limits the standards they reach. The school does not have a register of gifted and talented pupils. However, the good opportunities it offers pupils to learn a musical instrument ensures that those who are talented can make the progress and achieve the standards in this subject of which they are capable.

Pupils' attitudes, values and personal development

9. This area is a particular strength of the school, giving very good support to pupils' learning and achievement.
10. Pupils' attitudes to school are very good across all year groups. They enjoy coming to school and work with concentration and enthusiasm in lessons, which has a direct effect on the quality of learning and pupils' personal development. This is reflected in the very good relationships between pupils, and between pupils and adults. These very positive attitudes, supported by the very good relationships, create a relaxed school environment where good behaviour is the norm. High standards have been maintained since the last inspection. The very good attitudes and relationships are largely due to particularly effective promotion of this aspect by the headteacher.
11. Pupils are happy to start work at the beginning of the day. They enjoy participating in the often creative registration periods. For example, pupils in the reception class sang their greeting to the teacher and to each other and then spoke out their names confidently. During lessons, pupils take their tasks seriously and enjoy their learning. For example, in a Year 5 mathematics lesson, pupils' excellent attitudes and behaviour helped generate high levels of concentration and motivation that produced outstanding responses to problem solving. Boys and girls organise themselves well, are self-confident and comfortable with school routines. They look forward to the range of activities that are provided by the school such as extra music. Years 5 and 6 pupils take a special pride in the school through the carrying out of their duties or enthusiastically helping the class teacher to prepare for lessons. Pupils talk with interest about their achievements in learning.
12. Pupils' behaviour in and around the school and in lessons is good. In lessons, pupils behave well, which contributes to their achievement. As they process to and from classrooms or assemblies, they show good standards of self-control. Behaviour during school assemblies was very good, with pupils showing patience and responsiveness. At the end of assemblies, older pupils are expected to return to their classrooms independently and unsupervised which they do in a sensible manner. In the classroom, behaviour is always at least good and, in the playground, it can be very good. For example, older pupils take care to remain in the areas zoned for their activity, yet play with enthusiasm and determination. They play well together, respecting each other's space, with little adult intervention. Younger pupils especially enjoy playtime on the large playing field, where the very occasional collision usually results in an apology. When the bell is rung at the end of play, pupils respond well. There were no exclusions last year. There were no incidents of oppressive behaviour with regard to bullying, sexism or racism noted during the inspection.
13. Relationships are very positive between pupils, and between staff and pupils. This is especially true of the headteacher's relationship with pupils and reflects an important strength of his leadership. Pupils are offered good role models by all staff in developing self-esteem and showing respect for one another's work. In all classes, pupils frequently work in pairs, using the time effectively to discuss issues and suggest solutions. Consequently, they have developed a sense of the constructive use of one another's views. This also impacts in the playground where pupils' behaviour in groups displays a natural self-discipline, where they readily approach staff to solve disputes and where the different ethnic origins or special needs of a pupil have no bearing on their inclusion in activities. The very positive relationships are also why, for the small number of pupils from minority ethnic backgrounds, the sense of social inclusiveness is well developed.

14. Pupils with special educational needs, especially those who have behavioural difficulties, are supported well and have good attitudes to their work. Some of these pupils can be quite challenging, but classroom assistants and teachers intervene very quickly when there is any likelihood of the incident becoming out of hand. As a result, there are few interruptions to everyone's learning.
15. The very positive picture given for pupils' attitudes, values and personal development is not reflected in the attendance rates. This is partly because a number of parents take their children out of school for holidays. Levels of attendance are satisfactory as they are just above the national average, as in the previous inspection. Unauthorised absences are now more or less in line with the national average which represents an improvement since the last inspection. Punctuality is good, and most pupils come to school on time.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching is good, with good or better teaching being seen in three-quarters of the lessons observed. Over a fifth of the lessons were at least very good and one excellent lesson was seen. No teaching was unsatisfactory. This is very good improvement since the last inspection where only a fifth of the teaching was good or better and there was a small amount of unsatisfactory teaching. Parents also agree that teaching is good. Across the school, the good teaching is helping pupils to make good progress in their learning and to achieve well. Good teaching was seen in English, mathematics, ICT, religious education and music throughout the school. Science is well taught in Years 1 and 2. However, although it is satisfactorily taught in Years 3 to 6, some teachers' subject knowledge is less secure. The teaching of art and design for pupils in Years 1 and 2 is good, but for pupils in Years 3 to 6, it is very good and led to some particularly good achievement being seen in lessons during the inspection. Teaching is satisfactory in other subjects although, as no history was being taught during the inspection, it is not possible to make an overall judgement about the teaching in Years 1 and 2.
17. The teaching of literacy and numeracy is consistently good throughout the school. This is having an increasing impact on improving standards. The standards achieved by pupils in their number work are particularly high. Due to the good initiatives, introduced over the last two years, pupils are making good progress in acquiring reading skills, especially in helping them to build up new words from sounds. This is particularly supportive of the less able pupils and those who have special educational needs. Until the beginning of this academic year, less emphasis had been given to helping pupils develop the skills of writing for different audiences and in sustaining and developing their ideas in written work. This has now improved, with pupils making better progress in these elements. This good focus on the basic skills is also contributing to learning in other subjects such as history and geography.
18. The teaching for children in the reception class is consistently at least good and, in close to half the lessons observed, it was very good. This is because the Foundation Stage team has an especially good understanding of the needs of young children. This helps teachers to plan enjoyable activities that make the learning relevant to the children's experience. Teaching is also good because the basic skills of speaking, listening and counting are given a high priority, and are part of every activity, even when the main focus might be on creating a collage picture. For example, as a group of children chopped up fruit to make a fruit salad, the staff talked to them about the shapes and colours of the fruit. They asked questions, encouraging children to look closely and

describe the seeds, in order to extend their vocabulary. Children are encouraged to clear up and to help each other to put things away tidily at the end of an activity. Ongoing assessment is used well. Staff record the progress children are making in all areas of their development and consider the outcomes carefully when planning for the next steps in learning. Teachers also evaluate the effectiveness of lessons, so that they can make adjustments when necessary. Classroom assistants contribute well to the ongoing assessments, for example by noting children's contributions in discussions, showing understanding of a particular concept being taught.

19. All adults work effectively as a team, ensuring a consistent approach. For example, this is seen in the effective management and the high expectations for all aspects of children's learning and behaviour. Careful preparation ensures no time is wasted when children come into the classroom or change activities. There is a good balance of teacher-directed and child-initiated activities, using a variety of approaches that are very effective in promoting children's interest and concentration. For example, whole-class teaching is particularly well focused, spending just the right amount of time to maintain children's interest and concentration. This was seen clearly in a numeracy lesson where, following the introductory session, children were fired with enthusiasm and eager to start their group task. When challenged to think how they could find out who had the longest name, children demonstrated a very high level of independence, interest and concentration.
20. The majority of teaching in Years 1 to 6 is good, with a quarter of the teaching seen in Years 3 to 6 being very good and occasionally excellent. Teachers have a secure knowledge of the different subjects they teach and, in Years 1 and 2, it is good. This helps teachers to introduce new topics confidently and respond well to the questions pupils ask. For example, in a good Year 1 religious education lesson, the teacher's explanation of the significance of baptism helped pupils make good progress in their knowledge and understanding. Similarly, a good explanation of the similarities and differences between living things, in a science lesson, helped Year 2 pupils to easily recognise the characteristics, make good progress and achieve well.
21. An effective feature of much of the teaching is the quality of lesson planning, which is mainly good. An example of this was seen in a good Year 3 mathematics lesson. Here, the detailed planning set out clear learning objectives and identified the resources to be used. This helped to build up pupils' skills and knowledge well as the lesson progressed. In the majority of lessons, especially in English and mathematics, teachers provide a variety of activities, which challenge most pupils of different ability well. However, on a small number of occasions, the activities set for pupils who are working at a good average level are not sufficiently challenging. This limits their progress and achievement and therefore the standards they reach are not as high as they could be.
22. Teachers use effective methods to introduce new work and clearly explain the learning objective for the lesson. This helps pupils to easily acquire new skills and knowledge in most lessons. For example, in the particularly good art and design lessons seen for the oldest year groups, pupils are gaining a very good understanding of different styles and techniques. This helps them to acquire very good skills, and produce work of a very high quality. Teachers are skilled at leading whole-class discussions, probing and questioning pupils to help their understanding. This was particularly effective in a Year 5 history lesson where pupils gained good understanding of what life was like for ordinary people living in Ancient Egypt. The interesting activities provided and the way teachers develop and explore learning throughout the lesson help pupils to develop good attitudes and, especially in the older classes, a good knowledge of their learning. For example, Year 4 pupils showed good interest in an ICT lesson on databases and gained

especially good knowledge of the program they were using. These good attitudes and understanding of their learning help pupils to make good progress and achieve well.

23. Teachers have very good relationships with pupils and this results in teachers' management of behaviour in the classroom being good, despite there being a small number of pupils who find it difficult to concentrate and to work hard. This is largely due to the particularly good promotion of this aspect, very effectively fostered and supported by the headteacher. Together with the good pace maintained, the quality of relationships helps pupils, particularly in Years 3 to 6, to work hard and remain on task throughout lessons. Classroom assistants are well deployed and have good expertise, so they play a significant part in helping pupils learn. This is particularly so for those pupils who have special educational needs or for whom English is an additional language. There is good use of resources in many lessons, for example in helping pupils in their scientific investigations and in researching topics in history or geography. Teachers also make good use of computers to help pupils learn in a wide variety of subjects.
24. The weakest element of the otherwise good quality teaching is that there are inconsistencies in the quality of marking and ongoing assessment of pupils' work. This ranges from unsatisfactory to excellent. It limits the use of day-to-day assessment in helping to promote the progress of individual pupils and to ensure that future lessons can effectively build on the skills and knowledge pupils have already acquired. At its best, marking clearly identifies the stage at which pupils are working and gives exceptionally good advice on how to improve. This was seen mainly in English and mathematics. The unsatisfactory marking merely ticks accurate work and there is no evidence that pupils have to correct their errors. In addition, the lack of formal and regular assessment in the foundation subjects means that marking is rarely focused on building up evidence of progress. Weaknesses in focused marking were a contributory factor in the lower standards seen in the national tests last year. Marking has improved since then, but not sufficiently to effectively identify where there are weaknesses in standards across the full range of National Curriculum subjects.
25. Across the school, pupils with special educational needs and those for whom English is an additional language are well supported. In many lessons, especially in the core subjects of English, mathematics and science, pupils work in small groups, either with the teacher or a classroom assistant. In English, particularly, different work is often given indicating good knowledge of the ability levels of pupils. On these occasions, the support is especially well focused and helps pupils to achieve well. In whole-class sessions, the classroom assistants often give extra explanations and advice to help pupils contribute well in discussions. Teachers are particularly good at including these pupils by asking questions at a suitable level for their abilities. On a small number of occasions, pupils with special educational needs are withdrawn from class to work on topics where they need extra help. The 'special room' is light, airy and attractive and this helps to sustain pupils' self-esteem. They enjoy the work they are given and get on well. Individual education plans are shared with any staff concerned and the work pupils are given is linked to the targets for improvement. Work in other subjects takes good account of the individual education plans. Those pupils who need extra support in learning the English language are effectively supported by a visiting teacher. The careful analysis of, and attention given to these pupils' needs ensure that they make the same good progress as other pupils and achieve well. The school does not have a register for gifted and talented pupils. However, those pupils who are talented musically are set challenging activities, which allow them to achieve well.

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

26. The school provides a rich and broadly based curriculum, which meets the interests and needs of its pupils, including those with special educational needs and for whom English is an additional language. The school now fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. An exceptionally good feature is the hard work, which has been undertaken to maintain a broadly based curriculum whilst responding effectively to national initiatives such as those for literacy and numeracy. The school's particular success in this area is partly due to the commitment of all staff to maintain this feature of its provision, but also the good attention given to developing literacy, numeracy and computer skills through the work in other subjects. These strengths show that there has been good improvement in this significant aspect of its work since the last inspection. Parents value the school's broad and rich curriculum and say it is a major reason for choosing this school for their children.
27. In accordance with the governing body's policies, the school makes suitable arrangements for sex education and education about the misuse of drugs. This is achieved through a good programme of personal, social and health education, as well as in science and physical education lessons; for example, when learning about the functions of the human body in science. In personal and social education lessons and the circle time sessions, there are opportunities for pupils to talk about themselves, their thoughts and their feelings, and to listen to what their friends have to say. This work is reinforced through the very good relationships, which exist throughout the school. These have a positive influence on pupils' personal development.
28. The Foundation Stage curriculum is good and takes account of the Early Learning Goals, which are now a requirement for children of this age. It supports children's intellectual, physical and social development, preparing them well for the National Curriculum. The school has worked hard to embed in its activities the good philosophy set out in its early years policy. A good balance is struck between teacher-led and child-chosen activities, and a suitably high emphasis is given to structured play and exploration. The outside area adjacent to the reception classroom has some limitations in terms of size. There is no grassed area, and the play surface is divided by a step. The staff make good use of the area for some activities on a daily basis, and also use other play spaces for the large ride-on toys, although a wholly integrated outdoor curriculum is not yet in place. The school is fully aware of these weaknesses and plans to address them at an advanced stage.
29. For Years 1 to 6, curricular provision in almost all subjects is well balanced. However, progress in geographical skills is limited because of insufficient planning for this aspect. The school's planning for the diverse needs of all its pupils is satisfactory. It still has to consider planning more appropriately challenging work for the pupils of a good average ability, especially in science. The curriculum has improved well since the last inspection with both the key issues then being fully addressed. Initiatives implemented within the last two years to improve standards in reading, spelling and writing are having a positive effect. National schemes of work for science and the foundation subjects have been adopted successfully, and almost all subject policies have been reviewed and updated to take account of the changes to Curriculum 2000. Teachers thoughtfully arrange contexts where pupils can apply their literacy and numeracy skills in other subjects. Similarly, they plan ways in which pupils' ICT skills can further their learning across the curriculum.
30. Pupils with special educational needs are fully integrated within all aspects of the curriculum. This includes those pupils with physical disabilities. In assemblies, for instance, these pupils have the additional benefit of an experienced support assistant

who makes sure that they get the most from the experience. Likewise, there is good provision for those pupils who speak English as an additional language. They are included well in all activities and effectively supported in their English language needs.

31. There is very good provision for extra-curricular activities, including music and sport. Activities are well attended and teachers and voluntary helpers diligently organise well-balanced, challenging and enjoyable activities, enabling pupils from different year groups to mix together. The curriculum is also enhanced by the good use of visits, both in the locality and further afield. Many visitors are invited in to school to share their expertise with the children. For example, members of the local clergy visit the school and regularly lead the daily act of worship. These opportunities help to motivate pupils to achieve well, for example in history and art and design. There are good links with pre-school organisations and with other schools and colleges in the area, both for curriculum support and the sharing of facilities.
32. The provision for spiritual, moral, social and cultural development is good. This is a standard maintained since the last inspection. A Christian ethos permeates the work of the school, but is balanced with an outward looking vision. This reflects the school aims clearly stated in the information to parents.
33. Spirituality is based around knowing and understanding beliefs and traditions both in this country and in the wider world. Religious education lessons foster this through the study of world religions and by a more thorough understanding of Jesus' life and works. In lessons, good use is made of examples to develop a tolerance towards other people's beliefs. In an art club, for instance, the teacher talked informally about the reasons for the type of African masks that were being made and why. Younger pupils have had the opportunity to experience, first-hand, ceremonies such as a baptism. During the lessons seen, there were a number of exciting moments where pupils showed amazement at what was happening. For example, in a science lesson, pupils enjoyed explaining about the plants they had grown, competing with each other and showing wonder at how large their plants were.
34. The provision for social and moral development is fostered very well. The school provides many opportunities for pupils to interact both in lessons and socially outside the classroom. Teachers ensure that groups maintain a good gender or ability mix. This has also had a positive effect in helping to raise the aspirations and achievement of the boys. There is a combination of different assembly formats, ensuring that pupils have the opportunity to meet with different age groups. Year 2 children are given the opportunity to build their self-esteem by being the oldest pupils in Reception, Years 1 and 2 groups. They are allowed to sit on chairs at the back, similar to the Year 6 children in a whole-school assembly. The systems to promote personal, social and moral development are informal; there is very little documented evidence of procedures. However, the systems work well because of the experience of the teachers and the good relationships, which are engendered by the whole-school community.
35. Cultural development is good. Western traditions are nurtured through planned opportunities in subjects such as geography, art and design and ICT. More ancient cultures are studied in history and pupils have a good understanding of how these traditions relate to our own. Non-western cultures are also studied. The school has a good link with The Gambia and a connection with a Nigerian school. This has included writing letters between them both. The school has a more diverse cultural intake than might be expected in the area, but opportunities are missed to exploit the traditions, beliefs and cultures of pupils from non-white European backgrounds. Whilst these

pupils are integrated well within the school, there are few opportunities to celebrate the differences and similarities in cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school takes good care of its pupils. The caring and supportive atmosphere has been maintained since the last inspection although procedures are still often informal. Child protection training is now fully in place and the procedures are effective. Procedures for monitoring attendance are good. Patterns of absence and poor punctuality are easily and routinely identified. Procedures for promoting attendance are underdeveloped and depend only on newsletters to parents. In part, this is the reason for attendance rates not being higher, in spite of the very good attitudes pupils have to school.
37. The school has good procedures for monitoring and promoting good behaviour and for monitoring and eliminating oppressive behaviour. The behaviour policy is a useful document, which describes a sensible strategy, and appropriate logs are kept. But it is the strong emphasis on developing positive relationships in the school that underpins the school's approach and ensures the effectiveness of this aspect of its work. Pupils are ready to talk to staff if a problem arises. The effective reward system is not part of a school-wide approach, but it is successful however, due to the constructive involvement of the headteacher. This ensures that pupils' attitudes to the school are positive. Procedures for monitoring and supporting pupils' personal development are good. For example, staff attend the assembly held for younger pupils, noting their responses. The school informally gathers pupils' views through the very good relations between staff and pupils. The very effective recent pupil playtime survey has generated a wealth of views, which the school is now analysing.
38. Health and safety procedures based on local authority guidelines are effective and up-to-date. The fabric of the school is regularly monitored by the headteacher, staff and the governors' premises committee. There is good provision for treatment of accidents during playtime through the use of portable mini first-aid kits. Logs are efficiently kept and satisfactory procedures in place to inform parents. There are effective end-of-play procedures in the playgrounds when pupils are expected to stand still for a moment and then walk to their classrooms. Well-established routines also ensure pupils move efficiently from their classroom to the hall for assemblies. First-aid procedures are well known and the school benefits from the experience of a long-serving learning support assistant trained in first aid and resuscitation who also runs the swimming classes. First-aid boxes are distributed around the school ensuring ease of access. Fire extinguishers are clearly positioned throughout the school and regular fire drills are carried out.
39. The procedures for assessing pupils' academic achievements have improved since the last inspection and are now more thorough. However, there are still some gaps in assessing pupils' performance, and the value of its importance is not fully shared by all members of staff. As a result, the use of assessment to help promote pupils' progress within all subjects and classes is very variable. These weaknesses were a contributory factor in the lower results seen in the national tests in English last year.
40. Assessment for children on entry to the school (baseline assessment) is thorough, using the local education authority scheme. This is largely because the school has devised its own entry profile, which helps to ensure that teachers have accurate information to complete these assessments. The local authority also provides useful data to help the school compare the entry profile with other schools in the area. Other

procedures within the Foundation Stage are systematic, well considered and provide detailed information to help improve the performance of the children. This is achieved by all staff in the reception class gathering information on individual children through skilful and well-planned observations. The outcomes of all these assessments are used effectively to help plan for the next steps in children's learning and this helps them to make good progress.

41. All procedures for national assessment at the end of Years 2 and Year 6 are carried out fully. The information and statistics are effectively collated and compared with national and local results. In addition, the local education authority provides substantial information for the school to compare its performance against other schools in the area. It has begun to use this information well to help improve provision and therefore standards. For example, a good analysis of the results in the Year 6 English tests last year has led to improved provision for writing and consequently, a rise in standards. The school also effectively assesses pupils in other year groups in English, mathematics and science at the end of each year, using nationally agreed tests. This gives a clear picture of the standards pupils are reaching and whether they have made sufficient progress over the previous year.
42. However, other assessment procedures for pupils in Years 1 to 6 are not as good. In English, the quality of marking is variable and the assessment of writing to show where improvement is needed is not regular enough in all classes throughout the year. This means that, particularly in past years, individual weaknesses were not identified early enough for the school to take appropriate action before pupils took the end of year tests. In mathematics, there are similar problems. However, in both these subjects, the co-ordinators have identified this as an issue and are working to good effect in developing a more incisive and accurate database of information. In science, a start has been made on assessing the skills that have been learnt, but this is also at a very early stage and there is insufficient information to identify where development in teaching and learning is required. In other subjects such as ICT, preliminary work has been started on developing skills checklists, but this is not universal.
43. The expertise of teachers and their knowledge of the pupils, in addition to the information that is being collected, do provide some information and help plan the work within different abilities and ages. This aspect has improved since the last inspection, but the school has not moved on as fast as others have in the use of assessment information to plan for individuals or groups of pupils. Some teachers are reluctant to keep detailed records whilst others have better systems. As a result, there are inconsistencies between subjects and classes. In the best cases, pupils are set highly challenging work because the teacher is aware of the stage that has been reached and is able to plan more closely for their needs. In the Year 5 class, for example, lessons challenge all levels of ability by the tasks they are set and by the questioning that takes place. Too often, teachers aim their work at the average level, give good support for those with below average ability and set extension work for the higher attainers. Whilst this approach is helping most pupils to achieve at least satisfactorily, the indication from test results suggests that a proportion of pupils in the higher average ability group could progress even more by being given better challenge. Weaknesses in assessment also affect the quality of monitoring and evaluation of the school's work. This is because the information about how well pupils are performing is not comprehensive enough to help make accurate judgements about the school's provision.
44. Pupils with special educational needs are looked after well. The caring ethos that has been generated ensures that they always do their best. The assessment of these pupils is detailed. Small steps in learning build one upon the other. Progress is checked

regularly and adjustments made to individual education plans. Class teachers, the special needs co-ordinator, support assistants and parents are all involved in the process and there is a shared responsibility for improvement. Because these pupils are assessed more frequently, the systems are better than those for the general assessment of pupils in the rest of the school.

45. Pupils for whom English is an additional language are similarly well cared for. Effective monitoring of their progress in acquiring English is carried out by the visiting teacher. Informal assessment of their progress by class teachers allows their specific needs to be met and helps them to achieve well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The parents' views of the school are very positive overall. Views from parents are overwhelmingly positive about the teaching, the breadth of the curriculum and the openness of the school. Inspectors support these positive views. Those issues that were raised as a concern by parents were not found to be weaknesses.
47. The school has good links with parents and they feel welcome. New parents' induction arrangements are very good. There are two parent consultation evenings per year plus an optional consultation after parents have received their child's written report in the summer term. The school's additional efforts to follow up parents' reactions to these sessions via feedback forms, together with parents' positive comments, suggest that they provide a good source of information for parents on their child's progress. Annual reports provide good information on what pupils have achieved, including useful information on where further improvement is needed. Curricular information is good. Parents receive regular, informative newsletters, which are useful for keeping in touch with the life of the school, and class topic information is regularly communicated. These positive links with parents have been maintained since the last inspection.
48. The impact of parental involvement in the life of the school is very good. An unusually high proportion of parents help in lessons on a regular basis. Other parents have lent their skills to the school's benefit, for example the installation of the computer network. Parents are also involved in paid work at the school as learning support and administrative assistants. Research at home makes a good contribution to the quality of pupils' homework. Parents regularly attend whatever school events are offered and many help on school trips. The Parent Teacher Association is very supportive, not only raising funds for the school, but also attending at special occasions such as the open days.
49. The parents of pupils with special educational needs are given good information to help their children make progress. The school has thought through the procedures well. Reception children are monitored carefully and there is early identification of need. Through Years 1 to 6, the parents are kept up-to-date with any changes in the provision, and regular meetings are held to discuss concerns. The parents value the support their children receive. The school also liaises well with parents of children for whom English is an additional language. They feel well informed and happy with what the school is providing for their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher has a clear vision for the school and he has successfully created an ethos that reflects this vision. He is committed to the school aims, which centre on the development of children as life-long learners. He has developed an effective staff team

who share his vision and, with the governors, he has appointed key staff who provide many important skills. The working relationship with the deputy headteacher is developing well and the headteacher is using the deputy headteacher's skills to particularly good effect.

51. The headteacher's commitment to maintain the positive ethos in the school is particularly successful. The constructive climate for learning ensures that the school is a very happy place in which the attitudes of pupils and the relationships are particularly good. This is a major reason why most pupils are making good progress, achieving well and reaching above average standards.
52. The deputy headteacher is now in her third year and is very effective in co-ordinating the Foundation Stage and English, as well as many other management responsibilities. Whilst fulfilling her teaching commitment particularly well, she has also developed a very good knowledge of the strengths and weaknesses within the school. She is aware of what needs to be improved and makes an important contribution to the management of the school's priorities.
53. Despite these strengths, overall leadership and management are satisfactory. This is because improvement in the school's work is limited by a lack of focus in some important areas of management. In particular, weaknesses in aspects of monitoring and assessment mean that the school does not monitor and evaluate its work consistently, especially the effectiveness of teaching and learning. This was an issue at the time of the last inspection and not enough action has taken place to ensure that this area of the school's work is as good as it should be. At present, the headteacher observes lessons and offers individual feedback to teachers. However, the outcomes of these observations are rarely rigorously analysed in order to provide important information on the quality of teaching overall, particularly its impact on the progress and achievement of different ability groups. In addition, there is an over-reliance on the end of year test results to assess pupils' progress which means, although weaknesses are identified, this is not early enough for appropriate action to take place. An example of this is that the school had not identified, until the results of last year's English tests, that there were weaknesses in standards in writing. However, plans are in hand to improve assessment procedures and therefore provide better information to help bring about improvement. These plans include the recruitment of an assessment co-ordinator as a member of the senior management team.
54. Subject leaders are committed and hard working. The co-ordinators for English, mathematics, art and design and ICT show particularly good leadership of their respective subjects, maintaining high standards or helping to raise them. They offer valuable support in the teaching of the curriculum. However, the role of the majority of subject co-ordinators is not as effective as it could be. This is because the part they play in helping to bring about improvements in the provision and the achievement of pupils is at an early stage of development. The majority of co-ordinators monitor and evaluate teaching and learning in lessons as well as scrutinising planning and pupils' work. This has improved since the last inspection and is helping co-ordinators to gain an overview of both provision and standards in their subject. However, the fact that there is little formal assessment of foundation subjects, and assessment in other subjects is not regular or consistent enough, limits the effectiveness of their monitoring. In particular, it means that co-ordinators cannot readily identify some of the strengths and weaknesses within their subject. Therefore, they are unable to address them. In addition, the lack of regular information on progress and standards means they cannot fully monitor and evaluate the effect of any action taken to help bring about improvement.

55. Effective systems for performance management are in place and are already beginning to have a positive impact on the work of the school. For example, all staff currently have targets related to the school's priority for the development of writing. This is helping to improve standards. Governors conscientiously fulfil their responsibilities for the performance management of the headteacher.
56. Ably led by the chair, the governing body now has a better understanding of its role than at the time of the last inspection. All governors are committed and conscientious. They use their talents well in the best interests of the school. The chair has a good working relationship with the headteacher and they meet regularly. Committees are well established and, through these, the governors are beginning to take a more proactive role in monitoring the school's performance. However, the weaknesses in assessment and monitoring mean governors do not receive comprehensive enough information about the quality of teaching, learning and attainment to help them to evaluate the strengths and weaknesses of the school.
57. There is good financial management and control by the headteacher, governors and bursar. The finance committee monitors budgets carefully and, when significant amounts of money are targeted to one area, there is always a direct link to improving the pupils' learning. A good example of this is the financial input into ICT that has helped to improve standards in this subject. The school's bursar fulfils her role very effectively in managing the day-to-day control of finance and through involvement in the budget planning process. Resources are used well and specific grants are used properly for the purposes intended. The principles of best value are applied well including in financial decision-making. Parents contribute substantial sums each year for the improvement of facilities and resources and their fund-raising activities are targeted especially well to the needs of the school.
58. The match of number, qualification and experience of teaching staff to the demands of the curriculum is good. In common with other schools in the area around London, there are recruitment difficulties. An example of this is that the local education authority provided extra funds to reduce class sizes for this year, and because there were no applicants, the school could not use the funding. There is a good number of support staff, who are very competent and committed and make a significant contribution to the pupils' welfare and to their attainment and progress. This gives particularly good support to pupils with special educational needs and those for whom English is an additional language. At the time of the last inspection, concern was expressed that teachers did not remain in control of the learning activities. There has been good improvement here, and there are no longer any concerns. There are good procedures for the induction of new staff, who feel welcomed and well supported. The school accepts trainee teachers, and has made good provision for their needs in school. The office staff, midday supervisors and the site manager are valued members of the school community. All staff, both teaching and non-teaching, are fully involved in the work of the school, working well together as a supportive team, helping to promote good provision.
59. The indoor accommodation is very good and is well maintained and decorated. The school has made very good use of a number of spare classrooms, for example as a computer suite, a music room, a resources room and a special educational needs room. There is a well-stocked library, and there are designated areas for food technology and art and design. As at the time of the last inspection, the environment is enhanced by many vibrant displays. There is now spacious accommodation for the Foundation Stage, which has been provided by joining two classrooms together. A small, secure outside play area has also been provided for the sole use of the reception

class, and whilst this is limited in size, it is an improvement since the last inspection. The attractive grounds have been developed to create habitat areas, including a pond, bog garden and a copse. These provide good opportunities for pupils' first-hand learning experiences. The school is now working on exciting plans to provide a partly glazed and covered outdoor learning environment, with direct access from the reception class area. This project is designed to improve the outdoor learning facilities for the Foundation Stage, and also help to provide more space for the Years 1 and 2 classrooms, which are fairly small in comparison with those for older pupils.

60. Resources for the delivery of the curriculum are good in all subjects. The shortages and weakness noted in the last inspection report in the Foundation Stage, physical education and some aspects of ICT have been rectified. Resources are well organised and stored in a special room, which provides easy access to the equipment and materials.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The school is already successful in many areas of its work. In order to build on this good provision it should:-

- (1) Improve assessment procedures and their use in promoting pupils' progress and achievement, and in contributing to the development work of the school by:

- instituting more regular and rigorous opportunities for assessment, particularly in the core subjects of English, mathematics and science, in order to evaluate the effectiveness of the strategies put in place to help raise standards;
- speedily implementing more formal assessment procedures in those subjects where there are none and ensuring that agreed procedures are consistently implemented in all classes;
- taking steps to increase expertise in assessment in the school, particularly at management level;
- focusing more on evaluating the achievements of different groups of pupils such as the good average attainers to help provide them with more challenging work;
- keeping comprehensive records of assessments so that pupils' progress can be monitored more effectively;
- ensuring that there is consistency in marking so that it matches the best seen in the school and helps to provide accurate assessment information.

(See paragraph numbers 1, 2, 5, 6, 8, 21, 24, 29, 39, 42, 43, 53, 54, 56, 79, 87, 89, 91-94, 99, 103, 107, 114, 123, 128, 132)

- (2) Improve the procedures by which the school monitors and evaluates teaching and learning and their impact on standards by:

- ensuring that senior managers, governors and subject co-ordinators receive regular and reliable information on the standards pupils are achieving;

- introducing a more rigorous analysis of the quality of teaching in order to provide better information, particularly on its impact on standards.

(See paragraph numbers 2, 43, 53, 54, 56, 79, 94, 108, 114, 123, 132)

Minor areas for consideration within the action plan include:

- Providing more planned opportunities to help pupils develop an understanding of the cultural diversity of Britain today.

(See paragraph number 35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	23	11	0	0	0
Percentage	2	19	53	26	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		208
Number of full-time pupils known to be eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		52

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.5

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	19	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	22
	Girls	15	16	19
	Total	34	37	41
Percentage of pupils at NC level 2 or above	School	83 (92)	90 (92)	100 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	22
	Girls	18	18	18
	Total	38	40	40
Percentage of pupils at NC level 2 or above	School	93 (96)	98 (88)	98 (96)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	22	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	18
	Girls	16	20	22
	Total	34	37	40
Percentage of pupils at NC level 4 or above	School	79 (86)	86 (86)	93 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	19
	Girls	19	21	21
	Total	38	39	40
Percentage of pupils at NC level 4 or above	School	88 (96)	91 (86)	93 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	205
Any other minority ethnic group	6

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)	8.8
Number of pupils per qualified teacher	23.6
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	207

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.4
Number of teachers appointed to the school during the last two years	4.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	501,997
Total expenditure	485,632
Expenditure per pupil	2,159
Balance brought forward from previous year	11,034
Balance carried forward to next year	27,399

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	155

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	3	1	1
My child is making good progress in school.	57	37	3	1	1
Behaviour in the school is good.	45	50	5	1	0
My child gets the right amount of work to do at home.	37	48	10	2	3
The teaching is good.	65	32	1	1	1
I am kept well informed about how my child is getting on.	50	43	6	1	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.	55	38	4	1	3
The school works closely with parents.	50	41	7	1	1
The school is well led and managed.	54	40	1	11	3
The school is helping my child become mature and responsible.	59	36	1	3	2
The school provides an interesting range of activities outside lessons.	44	42	5	4	6

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

62. Good improvement has been made in the provision for children in the Foundation Stage since the school was last inspected. Teaching is consistently good and often very good and the curriculum is well planned to meet the needs of children of this age. Marking and assessment are very good and provide detailed information about the level at which individual children are working. This information is then used effectively to help children of all abilities and needs make good progress in building up their skills, knowledge and understanding. As a result, all children, including those with special educational needs and for whom English is an additional language, achieve well.
63. There is an effective early years policy in place and this helps to ensure that both the teaching and curriculum are good. The experienced deputy headteacher, who has a good understanding of the needs of this age group, leads the team well. She also manages the provision for pupils in Years 1 and 2 and this helps to ensure a smooth transition to Year 1. The reception class is taught by two members of staff who plan together and communicate well. The ratio of staff to children is good, and for most of the week there are three members of staff working with the 28 children. In addition, the school makes good use of volunteers, mainly parents, who are always well briefed and prepared. In keeping with the local education authority's admissions policy, children are admitted to the reception class in the autumn term following their fourth birthday. Children attend for mornings only until the term when they become five. At the time of the inspection, during the summer term, all the children were full time.
64. Over the last few years, children's attainment on entry to the reception class has been very variable. This is confirmed by the initial assessments. These assessments show that the present group of children entered school with standards which are broadly average in comparison with the national expectation for children of their age. By the end of the year, most children will have exceeded the Early Learning Goals in almost all areas of learning. This is above the expected standard for the end of the Foundation Stage.

Personal, social and emotional development

65. The school places strong emphasis on this area of development and this ethos is well established in the reception class. The teaching here is good and the children make good progress in learning to share, taking turns and caring for one another. Children are provided with many opportunities to work co-operatively together as a whole class, and in small groups, for example in the role-play garden centre. This helps them to work as members of a group, and to develop self-esteem, self-confidence and independence. Children confidently contribute their own ideas in discussion, and ask sensible questions to find out more about things which interest them. They show good self-discipline, as seen when they took part in a whole-school assembly, and in the mature way in which they walked over to the music room for their lesson. Children have positive attitudes to learning, and take part in all the activities with enthusiasm and enjoyment. They are learning to be polite and courteous, because of the good example set by all the adults who work with them. Certain activities, such as 'circle-time' and assemblies, specifically focus on personal development, and help children to consider the consequences of their actions on others. Children achieve well and standards are above expectations, all having reached the Early Learning Goals by the end of the Foundation Stage, and most having exceeded them.

Communication, language and literacy

66. The team of adults works hard to help children develop listening and speaking skills. They make sure children understand instructions and use whole-class sessions at the end of activities to check what children have learnt, giving them opportunities to comment about what they have done. The good ratio of adults to children enables the adults to encourage children to talk in small groups. Effective questioning is used to help children to give detailed descriptions of what they are doing. The patient approach, and often individual help, encourages children with special educational needs and those for whom English is an additional language to increase their vocabulary and understanding. All children enjoy stories and are developing good expression, copying the enthusiastic approach of their teachers.
67. Knowledge and understanding of language and literacy are given good emphasis through the daily literacy sessions. These are suitably short and carefully structured to engage the children's interest and children join in well with the 'guided reading' sessions led by their teacher. Through the introduction of an interesting programme, children are learning to sound out words and recognise letter sounds. All the children enjoy books and can talk about the story and characters. Almost all can read familiar words, and about a third are already confident early readers. All children are able to write their names, and many use capital letters appropriately. They were quick to notice that the publisher of their big book story 'TITCH' had 'got the title wrong' by using all capital letters. The teacher praised their observation, and managed to find a different version to show them, which was correctly printed. There is good support for writing, not only through the focused teaching, but also by the many opportunities for practising writing skills in other activities. For example, the children write shopping lists for their 'garden centre', and they make their own class journal by cutting out and sticking words from real newspapers. Many children are attempting to write words other than their name, with the higher attainers doing so very successfully although those with special educational needs still need adult support. Teaching in this area is good. All children achieve well and most reach standards above those seen nationally.

Mathematical development

68. Children make good progress and achieve well, with the majority are already exceeding the Early Learning Goals for this area of development. Standards are above national expectations. Children experience a good range of counting games and practical activities, such as sorting and matching objects according to colour and number, to develop their mathematical skills. They are developing other mathematical skills such as judging size, length and height. An adapted version of the numeracy lesson is used to deliver some aspects of the work. This session is fun and is carefully planned to fit in with the current topic. All children participate actively in the whole-class session where they practice counting to 20, forwards and backwards, and in two's. They can also do this loudly and softly, building well on their work in music earlier in the day. Group work is matched to children's ability, and they engage in a number of practical activities, such as drawing round their feet and arranging the cut-out footprints in order of length on a wall chart. Children are encouraged to talk about their work, using appropriate mathematical terms such as 'longer', 'shorter' and 'biggest'. Children make good progress because the teaching is good. Staff also make use of a wide range of activities to provide opportunities to develop and reinforce mathematical concepts. For example, in the garden centre, children role-play the shopkeeper or customer, working out prices and giving change. Teachers also use a variety of methods such as finger games, rhymes, registration activities, pictures, discussions and attractive equipment to reinforce understanding.

Knowledge and understanding of the world

69. A range of very good opportunities is provided to develop children's understanding of the world around them. The interesting activities help children to make good progress. Children achieve well and most will exceed the Early Learning Goals in all aspects of the work. This results in standards being above expectations. Teaching is good and often very good due to the very effective use of questions and good support during activities. The teacher recognises the children's high level of interest, which is enabling them to acquire new knowledge quickly. She gives them some clues about the conditions for growth in plants and they demonstrate how they know that the plants they are growing are taking in water. When they notice the growth of an enormous plant, there is a wonderful response. Children's work in religious education has helped them to appreciate the wonder of the natural world, and there is great excitement. In the development of more technological aspects of learning, they have many opportunities to make models from a range of materials associated with their topic work, such as the large robot, which they do successfully. Children use the class computer regularly and have developed good mouse control. They use graphics programs to create pictures. They use the keyboard to write their names on their pictures, and many are learning to operate the shift key to use a capital letter at the start of their names. They acquire knowledge about other places and cultures, for example through the work they did to celebrate the Chinese New Year, dressing in costume and eating Chinese food with chopsticks. Their sense of time is developed through their work on looking at what life was like in the time of their grandparents.

Physical development

70. By the end of the Foundation Stage, standards in physical development are in line with expectations. Most children are likely to meet the Early Learning Goals for this area of their development. The reception outdoor play area is safe and secure, with direct access from the classroom, and this is an improvement since the last inspection. However, there are still limitations with the provision although plans to improve this are at an advanced stage. Currently, the area is small and there is no grass or garden area. A step divides the hard surface play area, which makes the use of wheeled toys hazardous. Some activities, such as the sand and water tray, are used outside regularly, but a full outdoor curriculum is not in place. Other areas of the playground are used for the children to ride on wheeled toys, and they also play on the large apparatus in the adventure playground. There is a weekly physical education lesson for purposeful energetic activity. In a lesson observed, children were learning independence in dressing. They knew the importance of a warm-up and could feel their hearts beating faster. They enjoyed the vigorous part of the lesson although some became over-excited and tended to race round, but this was well controlled by the teacher. However, most children have an awareness of space, of themselves and of others. Due to good teaching techniques, such as brush control, children are developing competence using paint and modelling materials, pencils, scissors and brushes.

Creative development

71. Children engage in picture-making activities using a wide range of media, such as paint, pastels and collage. Their paintings of daffodils showed good colour mixing to achieve shades of yellow and depth of colour. During the inspection, children experimented with pastels to capture the colour and texture of the fruits and vegetables they were studying, matching the deep purple of the aubergine, and creatively interpreting the textured skin of the pineapple and marrow. They enjoyed looking at Monet's work, and have produced some high quality pictures of their own, based on his water lilies and water gardens.

72. Children enjoy their music lessons. They sing well, and know a good repertoire of songs, hymns and rhymes by heart. They can tap out and repeat rhythms and maintain a beat by clapping in time to the music. They recognise the pitch of different notes and can alter the dynamics of their song by singing the same sequence louder or softer. Teaching in this area is very good. Teachers provide a range of interesting resources and imaginative role-play opportunities to increase children's creativity. Staff intervene sensitively to support and extend children's ideas so that they make good progress. By the end of the Foundation Stage, most children will have exceeded the Early Learning Goals. The majority reach standards in creative development, which are above average for children of their age.

ENGLISH

73. Since the school was last inspected, results in the national tests for pupils at the end of Year 2 have been variable, ranging from below to well above average. This is partly due to the fact that there is considerable variation in the prior attainment of children entering the reception class. Last year, the school's results matched the national average in reading, but were below in writing. However, neither result was as good as those seen in similar schools. The school has identified the main reasons for this as being weaknesses in writing skills and a lack of challenge for the good average attainers. It is now working hard to address them. For current Year 2 pupils, standards are now above average in all aspects of the subject. The national test results for pupils at the end of Year 6 have also been variable. Since the school was last inspected, until 2000, the results were consistently above average. Last year they were only in line with the national average and below those of similar schools. This was because pupils did not perform as well in the writing element of the tests where the standards were below average, although they were above in reading. This is largely because some of the higher attaining pupils had not made enough progress since taking the tests in Year 2 and therefore, fewer reached the higher Level 5 than in most schools. Good analysis of the test results showed weaknesses in pupils' ability to write effectively for a different purpose or audience and in their use of punctuation. This led to a specific focus on these elements this year resulting in standards for current Year 6 pupils rising to average in writing. Standards in both speaking and listening and in reading remain above average. Across the school, good, differentiated activities now help pupils of all ability groups, including those with special educational needs and for whom English is an additional language, to achieve well overall. Consequently, the school expects the test results to be better than last year for both Year 2 and Year 6 pupils.
74. By the end of both Years 2 and 6, most pupils reach standards which are above national expectations in speaking and listening and pupils achieve well. Year 2 pupils listen very carefully to their teacher, especially in the good quality discussions. This helps them respond well to questions. Over half are confident and articulate speakers, clearly understanding the main points in the discussion and responding appropriately. By Year 6, the stimulating and interesting teaching helps pupils to listen attentively and ask appropriate questions to further their understanding. Many are confident and self-assured when discussing their work in a range of subjects, using a wide and interesting vocabulary to respond to different points. In class discussions, pupils with special educational needs and those who speak English as an additional language are included well. This is because teachers ask them questions they know these pupils are capable of answering. The good attention to their needs allows these pupils to make the same good progress as others and to achieve well.

75. Throughout the school, reading is well taught. Over the past two years, the school has used an effective scheme to help pupils recognise the different sounds they will use to build up new words. This aspect of teaching is particularly helpful to pupils with special educational needs as they are gaining the skills to confidently tackle unknown texts. Parents also commented favourably on the success of this new approach. By the time pupils leave Year 2, they have made good progress to achieve well, and most reach at least average standards in reading, with around a third above this. Literacy lessons are helping pupils to gain a good knowledge of the different features of texts, including non-fiction books, and a range of cues to help them understand what they are reading. For example, most pupils use the pictures and context of the story to help them read unknown words. The higher attaining pupils read fluently and accurately with great enjoyment and good understanding. As pupils move on through Years 3 to 6, so they continue to make good progress, increasing their knowledge of different genres, themes and characters, and using non-fiction books well to find out about different topics. By the time they leave the school, most pupils reach at least average standards and around a third above this. Achievement is good. The majority accurately describe the main points in a story, referring to clues in the text. Most begin to predict what might happen, referring to the plot and characterisation. Higher attaining pupils confidently read adult novels such as 'The Lord of the Rings'.
76. This year the main focus has been on raising standards in writing. The good strategies put in place have begun to have a positive effect, particularly for Year 2 pupils. Pupils have been taught to develop their writing in sequence, to write in sentences using the correct punctuation and to use interesting vocabulary. As a result, the majority of Year 2 pupils are now reaching above average standards in grammar and punctuation. However, there are still weaknesses in handwriting and spelling. Pupils enjoy writing stories such as 'The Big Adventure' and 'Rabbit's New Home'. In their English work, there is less emphasis on writing for other purposes although this is covered well in subjects such as religious education, where pupils wrote thank you letters to a visitor to the school. They also write effective reports of their science investigations. As a result of the focus on this aspect since September last year, pupils in Years 3 to 6 are now making good progress in developing their writing skills. However, this is not yet reflected in the attainment of the current Year 6 pupils. The slower progress they made in previous years has meant that the overall progress made since these pupils took the national tests at the end of Year 2 is satisfactory, as is their achievement. Nevertheless, this is better than the achievement of last year's Year 6 pupils, which was unsatisfactory. All except the lower attaining Year 6 pupils write in a range of forms and in a lively and thoughtful style, using an effective vocabulary. For example, most pupils can write persuasively, as in a letter to ask for a school tuck shop. The higher attaining pupils write good quality poetry, using similes, metaphors and personification, for example in a poem on winter titled 'War on Summer'. Pupils' use of punctuation is now much improved, with many correctly using speech marks, semi-colons and other punctuation to create effect. The main area still needing development is the skill of developing and organising different forms of writing. Handwriting and spelling also need further improvement. The weaker elements are partly because there is not enough emphasis on employing these skills to produce a better first draft.
77. Teaching and learning throughout the school are good and some very good lessons were seen. As the result of recent effective initiatives, the basic skills of reading and writing are now taught well. This has helped pupils to make good progress in acquiring these skills. In particular, the use of punctuation, and writing for different audiences are taught well. Specific handwriting lessons are also effective and, in these sessions, pupils show they are capable of writing at a good standard. However, in other lessons, teachers do not expect pupils to produce handwriting of the same quality, which limits

pupils' achievement. Lessons are well planned with suitably differentiated activities for pupils of different ability. Careful thought has been given to providing pupils of different abilities with examples of well-structured and organised writing and this is helping them to make good progress this year. Together with the effective support given in lessons by both teachers and classroom assistants, this helps pupils with special educational needs and those for whom English is an additional language to make good progress. This year there has been a greater emphasis on challenging the higher attaining pupils. As a result, these pupils are responding well, clearly recognising what they can achieve and enjoying their successes. In literacy lessons, and also in many lessons in other subjects, teachers lead class discussions especially well. This gives particularly good support to pupils' achievement in speaking and listening skills, as well as helping them to stay focused and work hard. For example, a very good discussion, which took place in a Year 4 personal, social and health education lesson, made a significant contribution to pupils' learning. There is clear evidence that the strategies put in place to bring about improvements in writing are having an effect. In a Year 6 class, very good modelling of how to show characterisation through dialogue allowed all pupils, especially the average and higher attainers, to achieve particularly well. There is an effective target-setting scheme to encourage pupils' progress. However, the quality of marking and on-going assessment is variable. It ranges from barely satisfactory, where little written guidance is given to help pupils improve, to excellent, where it clearly identifies what pupils have achieved and what they can do to make further progress. Throughout the school, a good programme for homework is making a positive contribution to learning. This is especially so for pupils in Years 5 and 6 and prepares them well for secondary school.

78. The broad curriculum has been well planned around the literacy strategy. Good opportunities to develop speaking and listening skills are provided in many subjects, including in personal, social and health education lessons. More emphasis is now being placed on developing writing skills and this is helping to raise standards. There are very many opportunities for pupils to use their literacy skills in other subjects. For example, pupils' reading skills help them to find out information from a range of sources in subjects such as history and geography. Pupils are also encouraged to write in different forms, for example when writing instructions in design and technology. Very good links are made with learning in ICT where pupils' wordprocessing skills are used to good effect in some writing activities. Here there are a number of good opportunities for pupils to redraft their work. However, partly because of this, less emphasis has been placed on producing a finished piece of work in the first draft. This has meant that pupils are less able to focus on the need to produce a well-sequenced and balanced piece of work with correct spelling and well-formed legible handwriting, especially in a test. Pupils with special educational needs and those for whom English is an additional language are supported well, particularly when working with the well-briefed classroom assistants. The higher attaining pupils are now appropriately challenged, recognise their potential and are responding to the high expectations.
79. The subject is effectively led by two hard working and very knowledgeable co-ordinators. Together with the commitment of all staff, they are helping to raise standards. Monitoring and evaluation of the school's work are good overall. There has been good identification of the areas of weakness and effective strategies have been put in place to address them. As a result, standards have improved. There are effective procedures for assessing pupils' attainment, particularly at the end of each year. In addition, targets are set for both groups and individual pupils to help them improve and these are regularly assessed to show progress. The weakest aspect is the lack of regular enough assessment of the specific elements of writing that were judged to be weak in the national tests last year. This limits the school's ability to judge whether the strategies it has put in place are bringing about effective improvement and adjusting these if

necessary. The accommodation, including a well-resourced library, is very good, and resources, including the recent acquisition of new books, are helping pupils to make good progress.

MATHEMATICS

80. Test results at the end of Year 6 in 2001 were above the national average. They were also above the average of similar schools. This is mainly because a larger proportion of pupils attained the higher Level 5, which is the result of a more focused approach for the higher attaining pupils. The results in the tests for pupils at the end of Year 2 also show similar standards. Inspection findings indicate that this positive picture has been maintained and currently standards remain above the national average.
81. These results confirm improving standards in the subject, which exceed national improvements and are better than when the school was last inspected. When compared to similar schools, pupils at Forest Row achieved above their peers. Inspection findings show that much of this positive picture is being maintained. However, pupils' skills in using and applying their mathematical knowledge in solving problems are not as good as in other aspects of the subject. Therefore, standards are not quite as high as they could be although the majority of pupils are reaching above average standards.
82. There are several factors contributing to these improvements. They include better teaching, the introduction of the National Numeracy Strategy and improved planning. In particular, planning for the range of ability, in order to provide specific teaching and support where it is most needed, is having a positive effect on learning. The majority of pupils, including those with special educational needs and with English as an additional language, achieve well in relation to their prior attainment. There is no significant difference in the performance of boys and girls.
83. Standards in number are especially high, with very nearly all pupils reaching at least average levels of attainment. By Year 2, most pupils demonstrate a secure knowledge of the place value of each digit in numbers up to 100, confidently adding and subtracting numbers to 20 and beyond. They have a good knowledge of mathematical symbols and vocabulary and use this effectively in their work. In a Year 2 lesson seen, whilst working on place value to 100, all pupils confidently described the new value of each digit when significant amounts were added or subtracted from the original number. When asked to add 10 to 399, the majority of pupils in the class could say what had happened to the original digits in terms of their place value. This example reflects all pupils' thorough understanding of number and their ability to use numbers in calculations. Work scrutiny shows all pupils' growing confidence in telling the time, measuring and comparing lengths and some early understanding of tallying information and drawing graphs.
84. As they move on through the school, pupils continue to build effectively on their knowledge and skills, particularly in their number work, and overall achievement is good. By Year 6, many pupils are confidently working with numbers. Most have acquired a range of strategies to add, subtract, multiply and divide and show a good understanding of the relationships between these operations. They communicate their knowledge effectively, organising their work well and showing a good knowledge of mathematical language. In the Year 6 lesson observed, pupils consolidated their knowledge and understanding of fractions by effectively working out three-twentieths of 460 using different strategies and their knowledge of numbers. Learning in this lesson was enhanced for lower attaining pupils by the use of a computer program to help work out simple fractions. Years 3 and 4 pupils estimated the capacity of several different

containers, before carefully measuring the capacity to check the accuracy of their estimates. In Year 5, higher attaining pupils applied their knowledge of percentages to compare 12 per cent of 54 with 55 per cent of 34. This is demanding work and well above average for their age.

85. In both Years 2 and 6, generally, pupils' ability to use and apply their mathematical knowledge and understanding to problem solving and investigative work is currently underdeveloped. In both year groups, standards in this aspect are not as high, although they are average for the majority of pupils. Their achievement in this aspect is satisfactory.
86. Teaching throughout the school is good overall, including some very good teaching and one lesson that was excellent. Teachers have made mathematics interesting and practical for pupils by sharing their enthusiasm with them. As a result, pupils respond enthusiastically and work hard. In one Years 3/4 class, the teacher challenged her pupils to beat their previous time for collectively finding number pairs to 1000. The pupils showed determination and excitement and thoroughly enjoyed meeting, and exceeding, the challenge. Their teacher showed equal delight! Teachers have high expectations that pupils will present their work carefully. Consequently, they take a pride in it, and discuss it seriously with each other. They make good progress to achieve well because they are well taught. Pupils behave extremely well, concentrate on what teachers explain and organise themselves for work quickly and quietly. Very little time is wasted in lessons.
87. Teachers' planning is thorough and based on the National Framework for Numeracy. It takes account of pupils' needs, and the targets that have been set for them. Many teachers make clear what pupils are to learn at the start of each session so that all understand its purpose. The focus is then returned to at the end of the lesson to ensure pupils have understood what they have been taught. Activities are carefully planned to encourage group and individual work, and usually include some homework connected to the lesson. In a Year 5 lesson on percentages, the teacher asked pupils to research where and how percentages are used in real-life situations, linking the worded problems they were doing to the world around them. Resources are effectively used to enhance pupils' progress and the high quality, well-designed and challenging worksheets also support pupils well. Results in the national tests have been effectively evaluated and action taken to improve standards further. Other suitable assessment procedures are in place, although these are not yet used fully to identify priorities or individual needs. This is an area already identified for improvement. Marking is variable and whilst it consistently praises pupils' efforts, it does not always tell pupils what they have achieved or what they can do to improve.
88. The subject manager co-ordinates mathematics particularly well throughout the school. She is an excellent practitioner and uses her expertise to assess the strengths and weakness in the subject very effectively. In a relatively short time she has identified what needs to be addressed to further improve standards and has observed her colleagues' teaching as a starting point for monitoring. This strong leadership puts the school in a very good position to improve attainment even further.

SCIENCE

89. The subject has a very high profile within the school. Standards are above average for the pupils currently in Year 2 and at average levels for those in Year 6. This differs from the standards achieved in the 2001 national tests where the school's results were above average for both year groups. However, the overall ability of that Year 6 group was higher, and the standards seen in the current Year 6 do not reflect deteriorating achievement. Standards have been at least maintained since the last inspection. The school now has a better knowledge of how it can improve because it has identified where work was not so secure. However, teaching in Years 3 to 6 does not sufficiently challenge those pupils who are reaching good average standards. This limits their achievement and therefore further improvement in overall standards in the subject. However, the lower attaining pupils and those with special educational needs and for whom English is an additional language are taught well and their achievement is good. Similarly, the highest attaining pupils are effectively challenged and achieve the standards of which they are capable. Literacy, numeracy and ICT skills are used well to support the learning in science. The subject also gives good support to pupils' personal development by the many opportunities provided for them to work co-operatively.
90. Pupils in Years 1 and 2 develop their knowledge well. They confidently use scientific language when discussing the topics they have studied. In a Year 2 lesson, pupils were working out similarities and differences of animal groups. Explanations included 'They all have two eyes' which is the sort of answer expected. However, another answer was 'They all have to die', showing an above average understanding of common features of living things. Pupils in both years achieve well in their knowledge and understanding of plant life. They have all undertaken practical experiments and can explain what they have done. Year 1 pupils are able to sequence events during the day and night and explain differences in types of materials. Year 2 pupils are beginning to predict what will happen during an experiment and can explain, in simple terms, why things happen.
91. Older pupils in Years 3 to 6 cover all areas of the Programmes of Study in sufficient depth, but, because of weaknesses in assessment, the work does not always build on knowledge that they have already acquired. For instance, pupils in Year 2 have learnt about simple circuits, decided on pictorial symbols and drawn these out with simple explanations. Pupils in Year 6 were revising these simple circuits; an area identified as a weakness from evaluation of last year's national tests. However, the lack of assessment information on pupils' prior attainment in this topic meant the questions asked by the teacher did not build on their current knowledge and understanding. Pupils could see that by adding more bulbs the lamps got dimmer. They were asked to find out how this could be solved. Suggestions included shortening the wire and increasing the battery power. There was no identification of building a parallel circuit. Understanding is better in the area of 'life and living processes'. Pupils have both knowledge and an understanding of why things happen. Interestingly, last year's tests showed the identification of specific vocabulary connected with this as a weakness. This has been effectively addressed by more formal teaching of the parts of a flower.
92. Teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6 where some teachers lack subject knowledge and do not always plan effectively for the full range of ability groups. This weakness is compounded by the lack of comprehensive assessment data and therefore teachers cannot be sure at what level to pitch work in any new area. This is especially so where a topic is being revisited from perhaps two years before and the teacher does not have accurate information about what the pupils already know, understand and can do.

93. Pupils have good attitudes and are keen to learn. During lessons, they are enthusiastic, confident and excited about their work. This is because the school places a high priority on first-hand experience. It provides a good opportunity to understand, as well as gain new knowledge. Pupils quickly learn the skills needed to conduct a fair test, the need for constants and variables and how to make succinct but incisive evaluations following experiments. Marking is variable. In the best cases, it challenges a higher level of thinking, but when it is only satisfactory, it merely checks coverage and praises good work. Homework is effectively used to enhance the work in the classroom. Even younger pupils are set challenges such as growing broad beans ready for work in the lesson.
94. The co-ordinators provide good role models in their science teaching, but have had little opportunity to help other, less confident teachers. This is compounded by the fact that the co-ordinators are unclear as to the level of individual teacher's expertise. Planning is carefully monitored and last year's national tests have been effectively analysed to find out where there are weaknesses. The spacious accommodation is used to particularly good effect in supporting learning. Funding for the subject has improved and resources are at least satisfactory and good for experimental and investigative work. Assessment has not been addressed until recently and this is a weakness, which is having a negative impact on pupils' achievement, especially in Years 3 to 6. This is because not enough information is being gained from assessment during the year to monitor whether pupils are making the progress they should, nor to adjust teaching and learning to address this. However, this weakness has now been recognised and improvement is a high priority. Systems are currently being trialled to support a manageable whole-school approach. Nevertheless, there are still some difficulties in convincing a number of teachers of its validity.

ART AND DESIGN

95. The provision in this area of the curriculum is a real strength of the school. There are many examples of outstanding art work produced by the pupils and it is evident how much value is placed on this aspect of pupils' education. The school has built upon the good provision and standards seen at the time of the last inspection.
96. Only two lessons were observed during the inspection and judgements are therefore mainly based on pupils' work and teachers' planning. Pupils in Years 1 and 2 undertake a range of work with different media, achieve well and reach above average standards by the end of Year 2. Standards in Years 3 to 5 are also above average and well above average in Year 6. Standards from the last inspection have been maintained and, in some areas, improved, even from the high starting point observed then. Planning shows a wide breadth of study and the work samples seen reflect this breadth. Pupils of all abilities achieve well and older pupils achieve significantly well.
97. In the Year 2 lesson observed, pupils successfully explored natural designs in flowers, wood and fruit. They effectively interpreted these designs through collages using a wide variety of materials and media. Work on display shows the use of the book 'Handa's Surprise' by Eileen Browne as an inspiration for observational drawings using pastels. Pupils had also produced string prints of a high standard following their efforts to produce a printing tool using string. Year 1 pupils used watercolours for paintings of spring flowers showing first-hand experience and accurate observational skills.
98. In Year 6, observational painting of flowers is extended to silk painting and some of the standards achieved in this lesson were exceptional. Year 6 pupils also work with clay and produced superb three-dimensional models including African masks and Aboriginal

inspired tiles. Examples displayed around the school show the variety and high standards achieved in all aspects of art and design. Pupils in Years 3 and 4 explore brushstroke techniques in the style of significant artists like Renoir and Monet. Year 5 pupils have opportunities to explore space and textiles. These activities enable the pupils to produce good quality work. Pupils' work is carefully displayed for others to enjoy and admire.

99. Teaching and learning are of the highest quality and the school makes very good use of very good quality resources including clay, paint and a wide range of media. The use of sketchbooks as an opportunity for pupils to develop and explore ideas is underused although the school has recognised this. Nevertheless, the range and richness of the learning opportunities mean the curriculum provision is good. The subject also gives particularly good support to pupils' cultural development, by providing a wealth of opportunities to investigate the work of famous artists and the traditions from different cultures. There is no formal assessment of art and design and, although standards are high, there is no way of identifying the progress pupils make or where improvement might be needed. Leadership of the subject is strong and the co-ordinator is an inspiration to her colleagues. She has a firm understanding of the strengths and weaknesses and is well placed to improve the few areas needing attention.

DESIGN AND TECHNOLOGY

100. There was no teaching of design and technology during the inspection, but samples of work and projects on display, together with photographic evidence and discussions with staff and children, indicate that pupils throughout the school are achieving standards that are in line with national expectations. The achievement of all pupils, including those with special educational needs and those learning English as an additional language, is satisfactory.
101. Pupils in Year 1 have designed and made model playgrounds. They generated imaginative ideas in their designs, and labelled their drawings to show their intentions more clearly. They carried out their ideas well, employing re-usable materials. In making wheeled vehicles, Year 2 pupils thought carefully about the materials they would use to create the effect they wanted. Their models were a combination of ready cut materials such as the base, and parts they had shaped for themselves. They went on to design a wind-up toy using a good range of materials. The choice of this project limited pupils' opportunities to work in a wider range of materials, such as textiles, or with food. However, they built well on the skills learnt in the previous project. For example, some of the higher attaining pupils had realised that a turning axle created wear and tear on the supporting materials and had made adaptations to take account of this. Drawing on their knowledge of material in science, they explained how it had happened, and knew that paper and card were not strong.
102. In Years 3 and 4, pupils had made wallets from felt. They had marked and cut out the fabric from their own paper pattern, and finished them with appliqué designs in felt. Their finished wallets made use of a variety of appropriate stitches and were very neat. The display of work from Year 5 showed how pupils had investigated biscuits. They evaluated their work well, identifying what needed improving, for example some biscuits that needed to be crunchier, and others that had turned out to be too sticky. Year 6 pupils had designed a hat with an Easter or spring theme and explained how they had fulfilled the criteria for the hat to fit, and be comfortable to wear. The display of hats demonstrated creative ideas, imaginatively carried out.

103. Since the last inspection, the school has adopted a national scheme of work. This has helped to clarify the previous confusion between the requirements for art and design and for design and technology. Pupils in all classes are now evaluating their work with evidence of some good feedback from teachers. For example, the marking of the Year 1 playground designs told them what was good about their work and what they needed to do to improve. However, other marking, whilst positive, does not give sufficient feedback to pupils. As at the time of the last inspection, assessment is still at an early stage of development.
104. The lack of a subject leader at the present time means there has been no monitoring of the curriculum or of standards. Nor has the policy been reviewed or an action plan for development been produced. This is largely because, although the headteacher has taken on temporary responsibility, development of this subject is not a current priority.

GEOGRAPHY

105. Achievement is satisfactory and standards are at the expected levels by the end of Year 2 and Year 6, as they were at the time of the last inspection. However, the school has maintained a good profile for the subject despite the national focus on others. This is partly because work is linked well to other subjects and literacy and numeracy are included within the topics that are studied. In addition, computers are used well to enhance learning. Pupils with special educational needs and those for whom English is an additional language are supported well and make equal progress with other pupils. Work is blocked into various sessions throughout the year. During the inspection, no lessons were seen and evidence was gained through a scrutiny of work and discussions with teachers and pupils.
106. Younger pupils in Years 1 and 2 have undertaken some simple mapping during their work on 'Islands'. They show some good understanding of geographical vocabulary from their perceptive comments about the similarities and differences between the islands of Skye and St Lucia. Work is presented well and valued by the teacher. It shows a suitable level of planning to ensure that there is a balance between skills, knowledge and understanding. Pupils are enthusiastic about their work. In discussion, they were able to recall many finer details and the reasons why they had studied a particular area. They are good speakers and listen to questions well.
107. Pupils in Years 3 to 6 build satisfactorily on their work in earlier years. Progress and achievement are sound overall although pupils gain good knowledge that is helping their general knowledge of different places and locations. They are increasingly aware of specific vocabulary, such as during their work on coasts. Effective attention has been given to the study of different places and this gives good support to pupils' cultural development, helping them to learn about the way of life in other places, such as the Caribbean or in Africa. Progression in the development of skills, such as mapping, is unsatisfactory, partly because the subject is taught in half-termly topics, alternating with history. Whilst a good start is made in Years 1 and 2 in working with simple maps, there is little evidence that older pupils are able to draw more sophisticated maps with symbols and keys in other subjects such as history. The procedures for assessment are minimal and the quality of marking is variable. Planning and coverage can be checked carefully, but because of the lack of detailed assessment, there is little idea about what has been achieved by groups or individuals. As a result, this area does not move forward as well as it should.
108. The co-ordinator is also responsible for another subject, which is currently a priority for development. However, some improvement has been undertaken with profiles of work

being collected, levelled and annotated. This has highlighted the need to develop more structure in the lesson planning. However, more monitoring is now needed to ensure that these strategies for development are having an effect. Resources are sufficient and the field trips, visits and visitors enhance the subject well.

HISTORY

109. The rich and stimulating curriculum, which interests and motivates pupils to work hard, has helped to maintain the standards seen at the last inspection. Only a small number of lessons were observed, therefore evidence is also taken from the scrutiny of work, photographs and work on display.
110. The school operates a topic cycle and no history was being taught in Years 1 and 2 during the inspection. However, the scrutiny of work shows that by the end of Year 2, the majority of pupils, including those with special educational needs and for whom English is an additional language, reach standards in line with national expectations. Their achievement is satisfactory. Pupils are developing a good understanding of how historical events are related. For example, they recognise that the Fire of London in 1666 helped to end the Great Plague. Pupils know some of the features of life in Victorian times, through the role-play they undertake during their visit to Preston Manor. Pupils made accurate drawings of Victorian artefacts, which helped them to identify their purpose.
111. As pupils move on through Years 3 to 6, they make good progress in their learning. Achievement, including for those pupils who have special educational needs and for whom English is an additional language, is good and the majority reach standards above the national expectation by the time they leave. A strong feature is the depth of knowledge that pupils acquire about what it was like for ordinary people to live at different times in the past. Another good feature is that the subject makes a particularly good contribution to pupils' cultural development. Therefore, they gain a good understanding of how different invaders and settlers contributed to British life as it is today. Pupils recognise the significance of interpreting information from primary or secondary sources. This was seen during a Year 4 lesson when pupils identified what life would have been like in Viking times through looking closely at pictures of artefacts found in a longship. Pupils' skills have improved by Year 5. For example, during a good lesson seen, they easily made links between the flooding of the River Nile and village life in Ancient Egypt. By Year 6, pupils are able to undertake independent historical research. In a very good piece of work seen, pupils wrote biographies of their grandparents, clearly identifying how different the grandparents' lives are from their own. This work, which had been researched as part of homework, was extremely well presented, with photographs scanned onto the computer and incorporated in the wordprocessed text. Learning in the subject is making especially good use of ICT skills. For example, Year 5 pupils' research on the British Museum website.
112. Very good opportunities are also provided for pupils to use their literacy skills. They are often given different texts and non-fiction books from which to gain information. Pupils' written work covers a wide range and supports their work in English. For example, Year 6 pupils produced letters as evacuated children writing to their parents, and Year 3 pupils wrote a description of a Roman soldier.
113. The subject is well taught. Teachers are enthusiastic, and this helps gain pupils' interest. Careful thought is given to ensuring that pupils use historical research skills to gain their knowledge and understanding of the past. Activities are well planned and good resources such as artefacts, pictures and computer programs are used to motivate

pupils to work well. Homework, especially in continuing research at home, makes a positive contribution to learning. Although good feedback is given during lessons, marking is inconsistent and, in some classes, does not give pupils guidance on how to improve.

114. The curriculum is significantly supported by a good range of visits and visitors for pupils in all year groups. The wide programme ranges from a visit to the Imperial War Museum for Year 6 pupils, to a Year 1 visit to The Priest's House at West Hoathly. Pupils in Years 3 and 4 benefit from the visit of 'A Roman Soldier' to their school. The school also ensures that pupils are able to work with a good range of resources and artefacts, some loaned by the local authority library service. As a result of the good quality teaching and curriculum, pupils enjoy the subject and are keen to do well. The subject co-ordinator is enthusiastic and supportive of his colleagues. He is able to monitor the work taking place in lessons as well as scrutinising teachers' planning and pupils' recorded work. However, there are no formal assessment procedures and this limits the effectiveness of monitoring and planning for future developments in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Pupils achieve well and standards at the end of Years 2 and Year 6 are above those expected nationally. This shows good improvement since the last inspection. The progress pupils make is better because there are now more planned opportunities to use computers and good use of a new suite. The provision of hardware and software has been updated and incorporates all the necessary programs that will enable the school to cover each strand effectively within the Programmes of Study.
116. From the end of the reception year, pupils make good progress and, by the end of Year 2, they achieve levels above those which would be expected. The progress they have made is due to a good level of access to machines within a number of different subjects. The majority of pupils are confident in opening, loading and working with a number of programs. Most are competent in using a keyboard, although their typing skills are less well developed. Pupils are gaining an understanding of how different programs can help improve their work. Year 1 pupils have tackled pictograms related to favourite pets, using tallying and then converting this information into a graph. They found out information about the Great Fire of London by researching the Internet. A number of pupils are already working within the Year 3 expected level.
117. Pupils in Years 3 to 6 have developed their skills further and have also built up a good understanding about how computers can be used as a tool. They have also achieved well. The residential trip to the Isle of Wight brings this highly into perspective. Here, the pupils regularly used computers to collate information about the games that they were playing. Spreadsheets were used to analyse the results and they were beginning to understand how this program could model different results and produce graphs and charts for easy interpretation. Older pupils are able to make assumptions and predictions and then use the information they collect to try out a hypothesis. Links to other subjects are very good. ICT is used in all other subjects except music. Although in the latter case, there are plans to acquire programs to help pupils in their composition. The opportunities are real rather than contrived and pupils are beginning to understand when and if a computer will speed up their work. Few pupils, as yet, go to use computers independently, as a matter of course and this is something that the school has identified as the next step. This has not developed further because the number of computers in the class is more limited.

118. Teaching throughout the school is good and is why pupils make good progress in their learning. Teachers have a good understanding of how to use computers to support learning in other subjects. Planning is geared to introducing new aspects through the year and then developing them during a theme or topic. Pupils are enthusiastic learners. They relish the thought of work in the computer suite. There are very few instances of a lack of concentration and this is usually because the children are excited about what they are doing. Teachers have suitable subject knowledge although this is to be enhanced by a training programme through lottery funding; New Opportunities Funding (NOF). This will help develop a more sophisticated use of assessment that, at present, is at too early a stage of development to provide any useful information. It highlights coverage linked to particular skills, but does not indicate how pupils might be more highly challenged. Marking is informal, but teachers discuss any issues as they arise. Work is valued and good displays celebrate achievement. Pupils with special educational needs and those for whom English is an additional language are supported well during lessons. In addition, separate classes help develop literacy and numeracy skills on a regular basis. These include work on spelling and number.
119. There are two subject co-ordinators who manage the curriculum and technical issues respectively. This works well in ensuring that pupils are provided with good learning activities and resources, which give effective support to their learning. The vision for improvement is good. Funding from the National Grid for Learning (NGfL) has been used to update machines and provide a computer suite. The curriculum co-ordinator has a good knowledge of the strengths and weaknesses and sees assessment as the route to improvement of progress.

MUSIC

120. Only a small number of lessons were observed during the inspection. However, the school has improved standards in the subject since it was last inspected. Pupils make good progress, achieve well and, by Year 6, reach standards which are above national expectations. The good teaching helps to ensure that all pupils, whatever their ability, are included well in all activities. This means those pupils who are musically gifted and talented, as well as those who have special educational needs or for whom English is an additional language, also achieve well.
121. Only one lesson was observed for the younger pupils, in Year 1. They have a good sense of rhythm and pulse, can repeat short patterns and sing tunefully. They reach the standards expected for their age. By Year 6, pupils can play a two-part rhythm successfully and improvise a percussion accompaniment. They use the correct musical terms such as 'crescendo' and know the names and values of different notes. Pupils can sing a round in three parts, accompanying themselves on the chime bars or xylophones. Their composition skills are developing, for example in a piece based on the pentatonic scale. Years 3 and 4 pupils very successfully composed a percussion accompaniment for a poem, effectively capturing the action and mood.
122. Teaching is good overall and especially good when lessons are taken by the headteacher who has very good expertise. Lessons are usually well paced and interesting and pupils are managed well, which helps to ensure that they handle instruments carefully and correctly. As a result of the good teaching and the high profile that music has in the school, there are very good attitudes to the subject. This was especially apparent in a musical assembly for pupils in Years 3 to 6 led by the headteacher. All took part enthusiastically, whilst ensuring that their singing was tuneful and thoughtful. Although good evaluation of pupils' achievements took place in lessons, the lack of formal assessment procedures means that ongoing assessment of the subject is unsatisfactory.

123. The rich and stimulating curriculum is enhanced by opportunities for pupils who wish to learn a musical instrument. These pupils are included very well in class lessons, often providing the accompaniment. There are a number of extra-curricular music clubs such as the school choir, which also give further opportunities for learning. Pupils in all year groups regularly have the opportunity to perform to parents and members of the local community. This not only helps pupils' learning in music, but also increases their confidence and ability to work as part of a team. The school has a special music room and good resources, including a range of percussion instruments and keyboards, which also contribute well to the quality of provision. The lack of formal procedures for assessing pupils' progress makes it difficult for the co-ordinator to identify areas that may require further development.

PHYSICAL EDUCATION

124. Only two lessons were observed during the inspection and none for the younger pupils, so judgements are based on planning and discussions with pupils and staff.
125. As no lessons were seen, it is not possible to make a judgement about the standards achieved by Year 2 pupils. By the end of Year 6, standards are the same as at the time of the last inspection and average overall. The curriculum includes all the essential aspects of physical education, including athletics, dance, games, gymnastics and swimming. Swimming is taught in Years 3, 4 and 5 and most pupils reach the National Curriculum standards by the time they leave school. Outdoor pursuit activities are a regular feature for the older pupils and the school is committed to offering an extensive programme of outdoor and adventurous activities. Pupils compete in teams against other schools and experience considerable success in many different sports. Overall achievement is satisfactory although, because of the good support they receive, pupils with special educational needs and those for whom English is an additional language achieve well.
126. Pupils in Years 3 to 6 know the value of both warming up and cooling down. They control their body movements with growing confidence and this was very evident in the Years 3/4 dance lesson where the pupils moved to music in the role of predator. Movements were imaginative and executed with careful control. Year 5 pupils actively warm up using appropriate exercises before practising bowling skills in the game of cricket. The skills of evaluating both their own and the performance of others are less well developed. Pupils did not have the opportunity in either of the lessons seen to evaluate and improve their performance.
127. All teachers are committed to the teaching of physical education and they recognise the importance of health and safety aspects involved in their lessons. Planning is clear, and teachers participate in the activities with the pupils having changed into appropriate clothing before the lesson. Demonstrations are good and pupils respond to the value their teachers place on physical activity. Pupils speak highly of their lessons and they are very enthusiastic about the wealth of clubs available outside of the main school day. Staff from the local secondary school visit each week to teach pupils as part of the TOPS sport scheme and this has a positive impact on pupils' enthusiasm. Dance days are organised and have included Street Jazz that provided good male role models in this area. Currently, Indian dancing is offered to Years 4 and 5 both in lessons and as an after-school club. These good opportunities to learn dance from different styles and cultures effectively support pupils' cultural development.
128. The co-ordinator is 'caretaking' the post at present, but she is very aware of the strengths and weaknesses in the subject. She has identified that a simple assessment

system would enable the school to identify progress and take action where needed. Resources are very good in quantity, quality and the range available to provide a wide variety of experiences for the pupils. Many recent additions of equipment for physical education are the result of a sponsored event that was well supported by parents to raise funding.

RELIGIOUS EDUCATION

129. By the end of Years 2 and 6, pupils reach standards, which are in line with those typical for their age. This is similar to the standards seen at the last inspection. The achievement of pupils, including those with special educational needs and those for whom English is an additional language, is satisfactory. The provision meets the requirements of the locally agreed syllabus.
130. In the three lessons observed, the quality of teaching was good. This is an improvement on the last inspection where teaching in Years 1 and 2 was satisfactory. The good teaching in Years 3 to 6 has been maintained. There is good teamwork between the teachers and the support staff. For example, in a Year 2 lesson where pupils were discussing the value of prayer, the assistant contributed well by telling pupils about one of her own experiences. Teachers explain things well which helps pupils understand special ceremonies, as seen when Year 1 visited the local church to take part in a role-play baptism. Teachers also make good use of artefacts, for example in a Year 3 and 4 class, pupils were able to gain a better understanding of what Jewish people believe by being able to see the Torah, and learn about what it is and how it is handled. They were intrigued to know that the scrolls were read from right to left, and showed respect for the sacred writings. In all the lessons, teachers effectively used the knowledge of pupils who belonged to different Christian denominations. For example, the Year 1 teacher talked about what Baptists believe, carefully explaining that not everyone is christened.
131. The curriculum is enriched by visits to places of worship, and local clergy from various denominations visit the school, talk to the pupils and lead some of the assemblies. Good cross-curricular links are established, as was seen when Year 6 pupils discussed their work on Ann Frank. They had researched the historical aspects well and had developed their knowledge and understanding further from the visit to a travelling exhibition. The balance between the two attainment targets is good, as shown in some work on prejudice. When talking about their work, Year 6 pupils were able to express their views and beliefs articulately and with conviction in discussing how a personal faith affects the lives of believers.
132. The leadership and management of this subject are good with all the recommendations made at the time of the last inspection being acted on. Last year, the subject leader was given some time to begin to observe lessons, to monitor the delivery of the curriculum. She has also collected samples of children's work and held discussions with form teachers about the curriculum. This has enabled her to negotiate some changes to the long-term planning so that it meets the needs of the specific requirements in the school. A successful example of this involved changing the Year 6 unit of work on 'Prejudice' to coincide with the teaching of the history of the Second World War. She has also produced a subject audit, which identifies some of the ways in which the subject should continue to develop.