

# INSPECTION REPORT

## **HAMSEY COMMUNITY PRIMARY SCHOOL**

LEA area: East Sussex

Unique reference number: 114394

Head teacher: Elizabeth Letheren

Reporting inspector: Grace Marriott  
3674

Dates of inspection: 17<sup>th</sup> – 19<sup>th</sup> June 2003

Inspection number: 247451  
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 category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Cooksbridge  
Lewes  
East Sussex

Postcode: BN8 4SJ

Telephone number: 01273 400370

Fax number: 01273 400370

Appropriate authority: The Governing Body

Name of chair of governors: Reverend D Bastide

Date of previous inspection: 23<sup>rd</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3674	Grace Marriott	Registered inspector	Mathematics, science, history, information and communication technology, music, religious education,	The school's results and pupils' achievements. How well are pupils taught? How good are curricular and other opportunities?
9569	Jan Leaning	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?
20760	Sheila Roberts	Team inspector	Foundation stage, English, art, geography, design and technology, physical education, special educational needs	How well is the school led and managed?

The inspection contractor was:

e-Qualitas Ltd, Langshaw, Pastens Road, Limpsfield Chart, Oxted, Surrey, RH8 0RE

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 Alexandra House  
 33 Kingsway  
 London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Hamsey Primary School is a very small community primary school in Cooksbridge, near Lewes in East Sussex. It currently has 57 pupils on roll, with broadly equal numbers of boys and girls overall, but variations from year to year. This year they have been taught in three classes with Reception, Year 1 and Year 2 together, as are Years 3 and 4, and Years 5 and 6. The school is smaller than at the time of previous inspection. The pupils are almost all of white UK origins and no-one has English as an additional language. The pupils come from a wide rural area and from varied backgrounds. The number of pupils entitled to free school meals is about average, as is the proportion of pupils on the register of special educational needs, though none has a statement. The children start school with broadly average knowledge, skills and understanding, though these vary from year to year.

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

Hamsey is providing its pupils with a satisfactory education overall. The school is successful in its aim of providing a happy environment for children to grow as confident, independent, responsible people but not as successful in giving them the opportunities to develop their intellectual abilities or to progress in all areas of the curriculum at their optimum rate. Academic standards are average for younger pupils and below average, though improving, for older pupils. The teaching is sound with some that is good. The leadership and management are satisfactory and the school provides satisfactory value for money.

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

- Pupils enjoy school and have very positive attitudes
- Standards and the provision for work in art, music and design and technology are good
- The school makes very good provision overall for pupils' spiritual, moral, social and cultural development
- Older pupils show initiative and accept responsibility well
- Parents make a very good contribution to their children's education and to the school
- Extra-curricular activities are very good

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

- The school has not been as successful in ensuring that pupils achieve good academic standards as they have been in promoting their personal development
- Standards in writing in English, particularly in Years 5 and 6, are not high enough
- Pupils do not have enough opportunities to use and apply their mathematical knowledge and skills
- Pupils are not given enough opportunities to acquire independent learning skills through problem solving, investigations, research and extended writing

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

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

The school was last inspected in February 1998. Since then the school has maintained its high quality of pastoral care, and some areas have improved. Academic standards have not improved enough, particularly for the older pupils, despite the introduction of much more systematic monitoring of teaching. The premises and facilities have been improved. The development of a new scheme of work and the purchase of more equipment have improved the provision for information and communication technology (ICT).

## STANDARDS

The school has not been required to publish its test results for Year 6 because the number in each year group has been 10 or fewer. Because of the small size of the year groups, comparisons with the national results, and those of similar schools, must be treated with caution. In recent years test results in Year 6 have been well below average and in 2002 they were very low in English, mathematics and science. Test results in Year 2 have fluctuated but standards in mathematics have been above average overall and reading results have been average, though varying from well above, to below average. Writing test results have been below or well below average.

In the reception group, most children make satisfactory progress and should achieve the early learning goals<sup>1</sup> in reading, writing and mathematical skills, knowledge and understanding of the world, physical and creative development, and in their personal and social development. Most children learn to work independently and to share and take turns. In the current Year 2, pupils have made satisfactory progress overall and their work shows that standards are broadly average and they are achieving very much in line with their attainment when they started school. The satisfactory achievement in Reception and Years 1 to 4 has not, however, been sustained through to Years 5 and 6. Analysis of the school records shows that in each year some pupils of both average and higher ability underachieved because they had not made as much progress as they should have done. Despite the recent rapid improvement as a result of better teaching, the standards in Year 6 are still below average overall. In contrast, in all year groups, standards in art, design and technology and music are above average and pupils achieve well in these subjects.

Literacy skills are average for younger pupils and below average for older pupils, except in speaking and listening where pupils in all year groups discuss and speak in public with confidence. In reading and writing younger pupils use their knowledge of letter sounds to read unfamiliar words. By Year 2 most pupils write in sentences and use basic punctuation. Higher-attaining older pupils read well, but other pupils were reading books which were too difficult, and were reading without expression. In all year groups some pupils write well but in general written work is often inaccurate, with limited use of good expression and vocabulary. Pupils are not given enough opportunities to write at length and the presentation of their work is not as good as it could be. Numeracy skills are good overall, mainly because of the very considerable time spent on number work. Pupils have good computational skills and younger pupils apply their knowledge and skills well when given the opportunity to do so. Their problem solving skills and knowledge of other aspects of mathematics are not as secure. Pupils have sound ICT skills and use computers confidently. Pupils with special educational needs and gifted and talented pupils make satisfactory progress overall.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, they work hard, concentrate well and are polite, courteous and respectful to each other and to the adults.
Behaviour, in and out of classrooms	Good, because most pupils behave well in class and around the school. A few younger boys find it difficult to behave well, tend to call out and are reluctant to allow others to take a turn.
Personal development and relationships	Relationships are very good. Pupils get on very well with each other and older pupils in particular respond well to the many opportunities to take responsibility or show initiative.
Attendance	Attendance has improved and is now well above average. Unauthorised absence is below average. Pupils arrive punctually to school.

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<sup>1</sup> The early learning goals are what most children should have achieved by the time they start Year 1



## TEACHING AND LEARNING

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

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

The teaching in the reception group is satisfactory overall and much of it is good. It is planned around the national early learning goals. The class teacher and teaching assistant plan well together to meet the needs of this small group of children in this mixed age class. The good relationships and the general support adults provide ensure that the children feel valued, secure and enjoy learning.

In Years 1 to 6 the teaching and learning were satisfactory overall. The main strengths in the good and very good teaching were in the planning of challenging tasks which kept pupils interested and motivated and lessons which moved at a brisk pace. Teaching assistants were almost always deployed effectively to work with small groups. There were good lessons in all classes, but the strengths were most evident in Years 5 and 6. This is doing much to compensate for previous ineffective teaching in this class. Good planning of a two year rolling programme helps to make sure that work builds on what pupils have already done and that they do not repeat work unnecessarily. Where teaching was satisfactory and in the small amount of unsatisfactory teaching, some of the good features of planning were present, but there was too much reliance on worksheets and a few whole class sessions were long. This meant that pupils did not achieve as much in lessons as they could have done, they became restless and inattentive and teachers were not always consistent in the way in which they managed this behaviour.

The teaching of literacy has improved and is now good overall. The teaching of basic reading skills establishes a solid foundation in the younger classes, and pupils use phonic skills to read unfamiliar words. The technical skills of writing are taught systematically, but pupils have had too few opportunities to write independently and use their skills confidently and accurately. Teachers are aware of the need to develop this aspect. Number skills are very thoroughly taught. Pupils use these skills well but they do not have enough opportunities to work on other aspects of mathematics or independently on problem solving activities and investigations. The teaching of ICT is satisfactory. Teachers are increasingly using it in lessons and recognise that there is scope to take this further.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a sound curriculum that meets legal requirements. The range of extra-curricular activities is very good for a school of this size.
Provision for pupils with special educational needs	Pupils with special educational needs receive appropriate support and make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides well for pupils' spiritual development and very well for their moral, social and cultural development.

How well the school cares for its pupils	The school provides good care for its pupils in an atmosphere where all children can feel happy and secure. Procedures for assessing pupils' attainment and progress are satisfactory.
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The school works hard to make good links with parents and most are happy with the care and education the school provides. The curriculum covers all the requirements of the Foundation Stage and the National Curriculum. It is satisfactory overall and good in practical and creative subjects such as art, design and technology and music. The assessment of pupils' work is satisfactory overall, but the information is not used as effectively as it could be in setting targets with pupils and matching work to their needs.

### HOW WELL THE SCHOOL IS LED AND MANAGED

<i>Aspect</i>	<i>Comment</i>
Leadership and management by the head teacher and other key staff	The leadership and management are satisfactory overall and good in terms of promoting pupils' personal development. There are weaknesses in terms of promoting academic development.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is very committed and supportive. It is actively involved in developing the school's facilities, but less so in monitoring academic standards.
The school's evaluation of its performance	Satisfactory overall because the monitoring of teaching has resulted in improvement but the evaluation of the school's results and achievements has not yet enough impact on academic standards.
The strategic use of resources	Financial planning is sound and expenditure is clearly linked to priorities in the school improvement plan.

The school is well staffed and the partnership between class teachers and teaching assistants is effective. The school makes good use of the limited space available and resources are satisfactory. The school achieves value for money in purchasing, but is not yet evaluating the impact of spending decisions on the standards pupils are achieving.

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

<i>What pleases parents most</i>	<i>What parents would like to see improved</i>
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• Their children make good progress</li> <li>• The school is well-led and managed</li> <li>• The school has high expectations</li> <li>• The school helps their children to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework</li> <li>• Behaviour</li> <li>• The information for parents about how well their children are doing</li> </ul>

At the meeting, the 18 people present were very positive about the school. The response to the questionnaire was similar in number and very supportive though not quite as positive. The inspection team supported the parents' positive views of their children's attitudes and personal development, but felt that the leadership and management are satisfactory overall. A few responses (each one is equal to five per cent) had some concerns about behaviour, information for parents about progress and homework. The inspection team is satisfied that these areas are all handled well. The school works

very closely with parents and encourages them to be involved in their children's education. End of year reports are good. Homework is used well to support class work and is suitable for the age of pupils.

## **PART B: COMMENTARY**

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

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

1. The school has not been required to publish its test results because the number in each year group has been 10 or fewer. Because of the small size of the year groups, comparisons with the national results and those of similar schools must be treated with caution. For example in most years each pupils' results were worth ten or more percentage points. Test results in Year 2 have fluctuated in recent years but standards in mathematics have been above average, reading results have been average overall, though varying from well above, to below average. Writing test results have been below or well below average. In the current Year 2, pupils have made satisfactory progress overall and are achieving very much in line with what could be expected from their attainment when they started school. In recent years Year 6 test results have been well below average and in 2002 they were very low in English, mathematics and science. Analysis of the school records shows that in each year a number of pupils of both average and higher ability have underachieved. Despite the recent rapid improvement as a result of better teaching, the standards in Year 6 are still below average overall. However, the indications in Year 5 are that these pupils are on track to reach average standards. In contrast to English and mathematics, standards in art, design and technology and music are above average and pupils achieve well in these subjects
2. In the reception group, most children are achieving at a satisfactory level and reaching the early learning goals in reading, writing and mathematical skills, knowledge and understanding of the world, physical and creative development, and in their personal and social development. Most children learn to work independently and to share and take turns. Children usually participate in the oral part of lessons with the older pupils from Years 1 and 2. They mix well with the rest of the class and are stimulated by seeing what the older children are doing and can achieve. For example in a mathematics lesson when older pupils were counting forwards and backwards and in twos and fives, the reception children joined in this activity confidently. They have good reading and writing skills in general. They learn to handle books confidently and relate the story using the picture clues. All the children can write their own names and higher attaining children are reading simple books accurately.
3. The satisfactory progress and achievement is continued in Years 1 and 2 where standards are average overall. In Years 3 and 4 standards are also average overall, though the over use of worksheets means that the quality of independent written work is below average and does not match pupils' good oral skills. In Years 5 and 6 standards have begun to improve, but the core subjects of English, mathematics and science are below average and the quality of work in pupils' books does not match their ability.
4. In all year groups the work in art, design and technology and music is good. The hats made in Years 1 and 2 showed careful planning and good evaluation of both their designs and of the finished articles. In Years 3 and 4 the models of motte and bailey castles showed that they have both good historical understanding and good technical skills. The artwork is creative and shows good skills of drawing and painting. In Years 5 and 6 pupils have produced some very good silk screen prints. Pupils sing in tune and with expression, and the standard of singing throughout the school is good.

5. Literacy skills are average for younger pupils and below average for older pupils, except in speaking and listening where pupils in all year groups learn to discuss and speak in public with confidence. In reading and writing younger pupils use their knowledge of letter sounds to read unfamiliar words confidently and by Year 2 most pupils write in sentences and use basic punctuation, such as full stops, but not always capital letters. Higher-attaining older pupils read well, but others pupils were reading books which were too difficult, and read without expression. Some pupils in all year groups write well but in general written work is immature and often inaccurate, with limited use of good expression and vocabulary. Pupils are not given enough opportunities to write at length and the presentation of their work is often not as good as it could be. This affects the standard of their work in subjects such as history and geography.
6. Younger pupils are confident and accurate in their use of numeracy skills, mainly because of the very considerable time spent on number work. In Year 2 they were dividing numbers confidently and the highest attaining group were quickly applying what they knew, for example they very quickly worked out that  $24 \div 2 = 12$  therefore  $24 \div 4 = 6$  and used their knowledge of multiplication to check their answers. In Years 5 and 6 pupils had accurate computational skills, but lacked the confidence to apply these to problems. For example, they struggled initially to work out the cost of a litre of oil when they knew the cost of 120ml but were able to do the multiplication and division involved when it was presented in a more conventional form.
7. Pupils have sound ICT skills and use computers confidently. In the Year 5/6 class pupils were using *Power point* effectively to plan a presentation for younger children linked to their current work on rivers in geography. They also showed a good understanding of the level at which they needed to pitch their presentations to appeal to their particular audience.
8. Pupils with special educational needs make satisfactory progress throughout the school. They are generally well supported in class by the learning support assistants to achieve the learning objectives of the lesson. Gifted and talented pupils are also provided for within lessons, but worksheets do not always give them enough scope to develop their knowledge and skills to the highest level.

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

9. Throughout the school, pupil's attitudes, values and relationships are very good and as at the last inspection are a strong feature of the school. They stem from the very good provision for the pupils' personal development. The school's aims and ethos are clear and appropriate and shared by all, they provide for high expectations in both work and behaviour, with the emphasis on self-esteem and positive relationships. Pupils are encouraged to have thoughtful and positive attitudes and they do. The school is a happy place where children's individual progress and development is recognised and valued. Pupils enjoy school, they work hard and concentrate well. They are polite, courteous and respectful to each other and to the adults.
10. At lunchtime, pupils play well together and show concern for each other, for instance, when a boy fell, a group of pupils was quickly on hand and showing concern. The 'playground squad' ensure that things are fine and that nobody is unhappy or left out. Pupils have a large open space with very good equipment and many activities provided, for example, French skipping ropes which two girls were eager to demonstrate and did so to rhyming verses. In the dining room, pupils have good manners and chat sociably together. Pupils understand the rules (they are involved in setting them) and know right from wrong. In conversation, they explained that without rules 'you might forget to look after each other', 'people would fight if there were no rules'. They are appreciative of the

stickers, house points, golden time and the certificates presented at the weekly celebration assembly, when good work and other efforts are recognised.

11. Behaviour in the school is good, because expectations are high and overall, pupils respond well. Where teaching is challenging, pupils settle quickly to work, listen carefully and concentrate well on their tasks. However, behaviour varies and sometimes a few pupils, especially the younger boys, can be disruptive, they call out and do not allow others to take a turn. Rewards and sanctions are applied fairly and parents are involved at an early stage if there are problems. Exclusion is rare. No bullying was seen during the inspection. Pupils know that it is unacceptable, what to do if it occurs and they do not think that it is a problem. All pupils play and work well together. In classes, pupils worked well in groups, for example in a Year 5/6 English class the practical groups work and discussion involved in compiling a dictionary was very good.
12. Relationships in the school are very good. Adults are very good role models and know the children and their families very well. Mutual respect is encouraged. Pupils are given responsibility for taking registers, putting out equipment and the older pupils show concern for the younger ones in the playground. The school has a house system and older pupils act as house captains. There is a formally run school council with representatives from each class selected by a proper voting system, this gives pupils experience of democracy and the views put forward by the school council are taken seriously. Pupils have raised substantial funds for charity, including money for pupils in a school in Africa, *Love in a box, Marie Curie and Children in Need*.

#### **Attendance**

13. The rate of attendance has improved since September 2002, it is now well above the national average and is very good. Unauthorised absence rates since September are below average. Pupils arrive punctually to school and to lessons, which start promptly.

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

14. The teaching of the children in the reception group is satisfactory overall and much of it is good. It is planned around the national early learning goals. The class teacher and teaching assistant plan well together to meet the needs of this small group of children in a mixed age class. The good relationships and the general support they provide ensure that the children feel valued, secure and enjoy learning. The adults provide the children with many good opportunities to develop their speaking and listening skills, both as part of the larger class and when working together in their own group. They are taught phonic and number skills systematically. As a result, children listen well to the adults and each other and they talk confidently about what they are doing. They develop similar confidence in reading and number work. Occasional opportunities are missed to involve children fully and sometimes the whole class sessions are too long for the youngest children to sustain their concentration. Staff promote children's physical development by ensuring that they make good use of the large play equipment on the playground but further opportunities to develop such skills are restricted as there is only one bicycle available and the play-house is not used as effectively as it could be to develop imaginative play.
15. During the inspection, the teaching and learning in Years 1 to 6 were satisfactory overall. The planning of a two year rolling programme helps to make sure that work builds on what pupils have already done and that they do not repeat work unnecessarily. The main strengths in the good and very good teaching were in the planning of challenging tasks which kept pupils interested and motivated and lessons which moved at a brisk pace. Teaching assistants were almost always deployed effectively to work with small groups. There were good lessons in all classes, for example in a mathematics lesson in the Year 1/2 class the level of challenge was good for pupils

at all levels of attainment. Similarly in English lessons in the Year 3/4 class genuinely open-ended tasks enabled pupils to develop their work to a high level and extended their understanding of how to use language to create effects. The strengths in the teaching were most consistently evident in the Year 5/6 class and this is doing much to compensate for previous ineffective teaching in these year groups. In a very good English lesson where pupils were creating their own specialist dictionaries, the very clear, yet succinct, explanation of the task enabled the pupils to get down to work quickly and effectively. The regular questioning to check understanding challenged them to think hard and develop their definitions more fully. Similarly in a science lesson on light sources and symmetry, the range of tasks and the individual support which teacher and classroom assistant were giving enabled pupils to make rapid progress in their scientific understanding and in their ability to apply what they knew. In this class, the termly targets are now being reviewed and revised more frequently. This is giving pupils short term goals and is helping to promote higher standards.

16. Where teaching was satisfactory and in the small amount of unsatisfactory teaching, some of the good features of planning were present, but there was too much reliance on work sheets. This meant that pupils did not achieve as much in lessons as they could have done. For example in a RE (religious education) lesson in the Year 3/4 class, the good introduction enabled pupils to show that they had learnt a lot from the visit to the church and they identified accurately what it would be useful to include in a guide book for visitors. The comparatively simple written task which followed did not challenge the pupils to write in depth about what they knew. A few whole class sessions were too long, with pupils becoming restless and inattentive and teachers were not always consistent in the way in which they managed this behaviour. Teachers mark pupils' work regularly and provide encouragement, but give relatively little written guidance on how to improve, though this is done in discussion.
17. The teaching of literacy has improved and is now good overall. A solid foundation in basic reading skills is established, and pupils use phonic skills to read unfamiliar words. The technical skills of writing are systematically taught, but the evidence from lessons and from pupils' work in subjects such as history and geography show that pupils have had too few opportunities to write independently and at length. The use of worksheets ensures that pupils all have a certain amount of basic information, but does not enable them to develop their knowledge and understanding in depth. Teachers are aware of the need to develop this aspect of teaching and learning. Number skills are very thoroughly taught. Pupils use these skills well but they do not have enough opportunities to work independently on problem solving activities and investigations or on other aspects of mathematics. The teaching of ICT is satisfactory. Teachers are increasingly using it in lessons and recognise that there is scope to take this further.
18. Overall, the teaching of pupils with special educational needs is satisfactory and the pupils make sound progress. The head teacher and class teacher draw up the individual educational plans (IEPs) for pupils with special educational needs, and the targets for development are clear and well matched to the pupil's needs. The IEPs are formally reviewed termly, but are also reviewed informally each half term. Learning support assistants support the pupils well in class to enable them to achieve their targets. The use of ICT to support pupils who have special educational needs is good. The programs are well chosen and designed to boost confidence and knowledge.

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

19. The curriculum is satisfactory overall. The curriculum in the Foundation Stage is well planned and covers all the areas required. In Years 1-6 planning is based on the national literacy and numeracy

strategies and nationally recommended schemes of work in other subjects. These are being suitably adapted to meet the specific needs of mixed-age classes. The school has put into place a two-year rolling programme for each class which ensures that all aspects of the National Curriculum are taught and that there is no unnecessary repetition. The links between different subjects are well developed. For example, work in design and technology and art strongly supports work in history and geography. Music also has an important place in the curriculum. The teaching time allocated to different subjects is appropriate. Links with other primary schools in the area help to prevent issues which can arise in small schools where staff may not be equally expert in all areas.

20. Educational visits to places of interest, including studies of the locality considerably enrich the curriculum. The very successful Arts Week which takes place annually, draws on the expertise of visitors, such as musicians, writers and dancers and this considerably broadens pupils' learning. The international theme for each year contributes strongly to developing pupils' understanding of other cultures. Relationships with other schools are very constructive and give staff and pupils access to a wider range of expertise than is available in a small school. The well-planned personal, social and health education programme covers all areas of importance, including aspects of sex and drugs education at a level appropriate for the age and maturity of the pupils.
21. A very good range of clubs and activities enriches pupils' learning at lunch times and out of school hours. Several clubs are available for pupils in Years 1 and 2, and the opportunities widen as pupils get older. Staff give generously of their time to organise clubs for chess, ICT and a wide range of sports and music. In addition, pupils have many opportunities to perform and compete. Pupils from Years 1 and 2 and Years 5 and 6 take part in the local music festival with other primary schools. Older pupils go on short and longer residential visits. Sports teams participate very successfully in a range of competitions, often against much bigger schools. The attractive 'wild' garden is maintained by an after school club.
22. Procedures for introducing children to the reception group are very good, visits to the pre-school and invitations for children and parents to spend time in school ensure that when they are familiar with the school and the transition is smoothly managed. Similarly the links with the main local secondary school are good. Pupils visit, there are joint activities on, for example, science, sport and language; a visit from the teacher in Year 7 and records are passed on. Pupils move on confidently to the next step in their education.
23. The school is committed to ensuring that all pupils have equal access to the curriculum. Teachers plan work at different levels of difficulty and pupils with special educational needs are well supported by the learning support assistants. Some extension work is provided for higher attaining pupils but this has not been developed as fully as it could have been to ensure that pupils achieved to the best of their ability.
24. The very good provision for pupils' personal development underpins the school's ethos and strongly supports its aims and objectives. Social and personal education including citizenship is taught across the school, in lessons, through circle time and in assemblies. Provision for pupils' spiritual development is good and for their moral, social and cultural development it is very good. There are planned opportunities in some lessons and in assemblies for spiritual development and time is allowed for reflection. Pupils are appreciative of the contribution of others and show respect for their views. Assemblies are good, with very good moral themes, during the inspection the emphasis was on choices. The Year 5/6 class presented a thoughtful modern interpretation of the parable of the Good Samaritan and in the Awards Assembly, there was opportunity for reflection and a prayer, which was most beautifully said by an older pupil. Good quality work and



other efforts are recognised and celebrated in a regular weekly assembly and pupils learn about the main world religions in their religious education lessons. Pupils visit the Church for festivals such as the Christingle service, when parents join them.

25. The very good provision for pupils' moral development is founded on the high expectations that staff have of them. It is linked to the personal, social and health education priorities. All staff are very good role models for the children and are consistent in the way that they show respect for both pupils and other adults. They help the pupils to develop an appropriate idea of what is right and wrong. There are good opportunities for pupils to explore moral concepts through the curriculum. For example, in an RE lesson in Year 1/2 class, they were learning very effectively about 'saying sorry' and forgiveness. Pupils understand and obey playground and classroom rules very well.
26. The provision for pupils' social development is also very good. The school is a caring community in which everyone is respected and supported very well. The school council involves all pupils in the decision making process within the school and the 'playground squad' ensures that no pupil is left out or unhappy in the playground. There are very good opportunities to take part in a wide range of extra curricular activities. Many visits and visitors, including a residential visit with another school, for the older pupils, raise awareness and enhance and extend pupils' understanding of social and moral issues. The school supports national and international charities and at Christmas, the pupils entertain the elderly. Pupils take part in music and sport with other schools in the area.
27. Provision for the pupils' cultural development is very good. The school tries to ensure that pupils understand the multi-cultural nature of society in Britain and throughout the world. In religious education, they develop respect for diverse faiths and cultures and extend their understanding of the wide range of activities in different cultures. Pupils have learnt about periods in British history and Year 3/4 were linking work on the Normans with art through studying the Bayeux Tapestry. An Arts week this year has an African theme and will include professional African dancers, artists, musicians and food, clothes and other links will also be explored. In past years, the children have had similar days on Japan, India and last year the Queen's Golden Jubilee was the focus. Displays around the school are of many different cultures and are of a very high quality.

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

28. The quality of care has a very positive effect on personal development, and is satisfactory in relation to pupils' academic achievement. The atmosphere in school is one where all children can feel happy and secure. The staff know children and their families very well. Pupils are supervised by a sufficient number of adults at play and at lunchtimes. The behaviour policy and the procedures to prevent bullying are clear and effective. Rewards and sanctions are understood and parents are involved where necessary. Outside agencies, for example, the education welfare officer and school nurse give good support to the school.
29. The school's arrangements for child protection are good. They follow the East Sussex guidelines and provide good guidance for staff. All staff have had training with the aim of ensuring that they are all aware of the procedures to follow in case of concern. The policy for health and safety is good with comprehensive information clearly laid out including information about the necessity of keeping children safe in the sun. Risk assessments are carried out and potentially harmful substances are stored safely.
30. Attendance is very carefully monitored and this has brought about very good improvement since last September 2002. Parents understand the expectations, which are outlined in the school

prospectus. Registers are kept according to requirements. There are few incidences of lateness but any concerns are followed up.

31. The school has appropriate procedures for assessing pupils' attainment and progress and has made satisfactory progress in this since the last inspection. In the reception group, satisfactory use is made of assessment to guide teaching and learning. All staff observe and record what children can do and how much progress they are making.
32. In Years 1 to 6 formal assessment each term and teachers' records of work done in class provide information about pupils' progress. The use of this information to plan work is satisfactory, but the school recognises the need to make better use of it to ensure a sufficient level of challenge in the work planned. This has begun in relation to writing where the analysis of test results clearly indicated the need to take specific action. The impact of this is beginning to show in pupils' work though not yet in the test results.
33. Throughout the school information from assessment is used to set targets in English and mathematics for each individual child. These are reviewed termly and amended as necessary, but this is not having as much impact on achievement as intended. Some staff have begun to review and adjust the targets more frequently to improve the effectiveness of the target setting. The information from assessment is used satisfactorily in English and mathematics to track individual progress, but not as much in science. In all three subjects, the use of assessment to set targets for groups and individuals and plan appropriate work designed to raise standards could be more effective. In most other subjects assessment has not been a priority for development and relatively little formal assessing of pupils' knowledge and skills currently takes place.

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

34. The school's partnership with parents was effective at the time of the previous inspection and it is now very good. The school believes that this partnership is the key to pupils fulfilling their potential and staff work hard to ensure that parents feel welcome in school. Parents particularly appreciate the dedication of the staff, the provision made for personal development and extra-curricular activities.
35. Most parents are actively involved in their children's learning, for example, through hearing them read or helping them with homework, though a few do not read as much with their children as they might. Some parents work in school on a regular basis. They are given a clear idea of how they can help and provide useful assistance with activities such as art and craft. Almost all parents support the very successful parent teacher association whose fundraising makes a valuable contribution to providing activities including school visits, and resources such as books, a television and video. The school prospectus and the governors' annual report to parents, provide very good information and meet statutory requirements. The home learning policy gives a clear indication of expectations and the home-school contact book is used well. Parents who are governors are well informed and have a good understanding of their role; they support the work of the school well. Parents of pupils with special educational needs are fully involved in the reviews of their child's progress.
36. Parents are kept well informed through regular newsletters, an Open day during Arts Week and two parents' meetings a year. The school operates an open door policy and most parents feel that they can come into school at any time and that they are always listened to. Annual reports are of high quality, they meet statutory requirements and have good information on areas for development and an opportunity for parents to respond and discuss the way forward.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

37. The school's aim to create *a happy school environment where children are secure* is evident in its daily life and the school has sustained the high standards in this area which were evident at the time of the last inspection. However the school also aims to *give pupils the opportunities to develop their intellectual abilities or to progress in all areas of the curriculum at their optimum rate*. At the previous inspection, there was judged to be a 'vision of the school's future, which is firmly rooted in the raising of attainment'. This is not as evident as it could be and the school has been much less successful in ensuring that the pupils achieve to the best of their ability. The academic standards achieved by older pupils had declined but are now showing signs of improving.
38. The leadership and management of the head teacher and key staff are good in relation to promoting pupils' personal development and satisfactory overall. The systematic monitoring of teaching, and the provision of appropriate staff development are seen as important and are starting to have an impact on the quality of teaching. Similarly the increasing emphasis on the quality and use of assessment in tracking pupils' progress and setting targets is helping to focus attention more on the need to raise standards, but not to the extent that it could have and the impact of this has yet to be seen in test results in Year 6.
39. Delegation is appropriate for the size of the school. Co-ordinators support other staff mainly by giving advice and working with other staff members on planning. They carry out their duties conscientiously and generally provide good leadership in their subjects, though as with the school as a whole, this has not until relatively recently focused strongly enough on ensuring that standards are as high as they could be. The English and mathematics co-ordinators have opportunities to observe other classes and this, together with the more general monitoring is having an impact. Staff are more aware of the need to raise expectations and develop clearer guidance on the progress pupils should make each year. They are compiling portfolios with samples of work of different standards to help assist in more accurate assessment and monitoring of pupils' work. Staff share a commitment to school improvement and they all work hard to achieve this. The management of special educational needs is satisfactory overall and the statutory requirements for monitoring and reviewing pupils' progress are met.
40. The governing body is very committed to, and supportive of, the school. They ensure that statutory duties are met and their contribution to the development and improvement of the school is satisfactory overall. Governors are hard working and well informed and the chairman of governors offers a great deal of expertise in various educational matters. The committees systematically monitor aspects of the school's life, including special educational needs provision, financial planning and premises building and maintenance matters. Governors are actively involved in developing the premises to better meet the needs of the curriculum. The attitude of governors is generally very positive; they visit the school to observe lessons and individual governors ask pertinent questions, but overall, the role of 'critical friend' is comparatively under-developed. Raising academic standards is identified as important, but they are not yet rigorous enough in their questioning about the school's results or about the impact of action taken to improve standards.
41. Day-today financial management is good and the school works hard to achieve good value for money in purchasing. The match of financial planning and school priorities is sound and expenditure is linked to school priorities, such as the employment of sufficient teachers and classroom assistants to meet the needs of the children in mixed age classes. However, the governing body has not evaluated sufficiently the impact of spending decisions on standards.

42. The school has a committed and hard working staff. Teachers and support assistants have a large range of expertise well matched to the demands of the curriculum. Learning support assistants are effectively deployed in the majority of lessons. They make good contributions to pupils' progress by supporting pupils of various levels of attainment, including those with special educational needs.
43. Overall the school's accommodation is satisfactory. The playground and field provide good facilities for outdoor pursuits. However, the school hall is very small and is used for a variety of purposes, which limits the opportunities for development of activities such as gymnastics and dance. The premises are kept very clean and tidy and the school looks welcoming with attractive displays of work. There is no evidence of litter or graffiti. Learning resources are satisfactory overall.

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

44. The head teacher, governors and staff should give the raising of academic standards the same degree of care and attention as they do to providing for pupils' personal development, through:
  - 1) More rigorous monitoring, particularly by the head teacher and governing body, of academic standards, including thorough evaluation of the trends in standards over time, to ensure that pupils are achieving as well as they are capable of doing.  
*Paragraphs 33, 38, 39, 40*
  - 2) Planning and providing more work in all subjects which
    - gives pupils opportunities to use and develop their skills of writing and
    - enables them to write at greater length in a range of styles and formats and for a variety of audiences and purposes;  
*Paragraphs 1, 3, 5, 16, 17, 32, 33, 52, 55, 56, 65, 66, 75, 79, 88, 89, 90*
  - 3) Providing more activities in mathematics which build on their good number skills and give pupils the opportunity to develop in greater depth their knowledge and understanding of other areas of mathematics.  
*Paragraphs 6, 59, 60, 61, 62*
  - 4) Enable pupils to acquire deeper knowledge, understanding and skills by developing independent learning skills through problem solving activities, and investigations which also foster the ability to use research skills  
*Paragraphs 3, 16, 17, 66*

In addition the school should consider including the following less significant issues in their action plan:

- 1) Improving the presentation of written work;  
*Paragraphs 5, 55, 56*
- 2) Extending the use of ICT across the curriculum;  
*Paragraphs 17, 63, 67, 79, 81*
- 3) Ensuring greater consistency in the way in which teachers manage the occasional misbehaviour of some younger boys.  
*Paragraph 11*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	15

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	8	14	1	0	0
Percentage	0	6	33	57	6	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 four percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	57
Number of full-time pupils known to be eligible for free school meals	4

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Y R– Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	6

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

### *Attendance*

#### **Authorised absence**

	%
School data	6.5

#### **Unauthorised absence**

	%
School data	0.0

National comparative data	5.4
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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 2001-2002.*

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

The school is not required to publish its Key Stage 2 results because there were fewer than 10 pupils in the year group. It is also not required to publish separate Key Stage 1 results for boys and girls for the same reason.

### ***Attainment at the end of Key Stage 1 (Year 2)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for	2001			12

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Percentage of pupils at NC level 2 or above	School	75 (83)	83 [100]	75 [100]
	National	84 [84]	89 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Percentage of pupils at NC level 2 or above	School	75 (93)	75 (100)	83 (100)
	National	85 (85)	89 (89)	89 (89)

*Percentages in brackets refer to 2001*

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	52
Any other minority ethnic group	4

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

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

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

#### **Qualified teachers and classes: Y R– Y7**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	14.5
Average class size	20

#### **Education support staff: YR – Y7**

Total number of education support staff	3
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### ***Financial information***

Financial year	2002-2003
	£176665
Total income	232323
Total expenditure	230305

Total aggregate hours worked per week	62
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**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	14.2
Total number of education support staff	3
Total aggregate hours worked per week	62
Number of pupils per FTE adult	8.1

*FTE means full-time equivalent.*

Expenditure per pupil	3838
Balance brought forward from previous year	15177
Balance carried forward to next year	17195

***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

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

*FTE means full-time equivalent.*



## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	57
Number of questionnaires returned	19

### **Percentage of responses in each category\***

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	44	0	0	0
My child is making good progress in school.	42	53	5	0	0
Behaviour in the school is good.	21	68	15	5	0
My child gets the right amount of work to do at home.	26	42	21	11	0
The teaching is good.	32	58	11	0	0
I am kept well informed about how my child is getting on.	32	47	16	5	0
I would feel comfortable about approaching the school with questions or a problem.	42	42	11	5	0
The school expects my child to work hard and achieve his or her best.	37	58	0	5	0
The school works closely with parents.	32	53	16	0	0
The school is well led and managed.	37	58	5	0	0
The school is helping my child become mature and responsible.	42	53	0	5	0
The school provides an interesting range of activities outside lessons.	21	63	11	5	0

\*Each response is equal to 5 percentage points

## **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**

45. Children start reception with skills which are broadly in line with those expected for their age. The standard of education is satisfactory overall and most children are likely to achieve the early learning goals by the time they start in Year 1. Their achievement is satisfactory overall and good in reading and number. The work in the reception group is planned around the national early learning goals and the class teacher and support assistant have a clear view of what they want to achieve. They are an effective team who plan well together to meet the needs of this small group of children in this mixed age class. Their good relationships with the children and the general support they provide ensure that the children feel valued, secure and enjoy learning. Children usually participate in the oral part of lessons with pupils from Years 1 and 2 and the teacher ensures that reception children have good opportunities to participate fully at their own level. Development activities are planned well by the teacher to develop children's learning in accordance with the early years' curriculum. Since the last inspection, the sound provision with good features has been maintained.

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

46. Children are given many opportunities to develop their social skills and to develop in confidence and maturity. They regularly work together as a small group and individually. They learn to take turns and to share equipment, particularly the bicycle. They play well together and show concern and care for each other, such as in the obstacle course based on the 'Very Hungry Caterpillar', where one boy shared his food finds with those who had not already found some. They are encouraged to mix well with the others in the class and are stimulated by seeing what the older children are doing and can achieve. This was evident in the mathematics lesson when the reception group children confidently joined in when older children were counting forwards and backwards and in twos and fives.

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

47. Provision for children's development and the teaching in this area are good. Children have plenty of good opportunities to develop their speaking and listening skills, both during whole class oral sessions, and when working together in their own group. They talk confidently about what they are doing, and listen both to the teacher and to each other. They have good reading and writing skills and have written and illustrated their own books about the 'Very Hungry Caterpillar', as well as one on crocodiles. They all write their own names correctly. They pick out words from jumbled word cards to make correct sentences. Phonic skills are taught by the use of 'Jolly Phonics' and children really enjoyed a game where they had to match the sound to the action. They handle books confidently and relate the story using the picture clues. Higher ability children read simple text correctly. Insufficient use is made of 'Big Books', for example, in the story of the caterpillar, there was only a small copy of the book being used, instead of a big one, which would have helped the children to understand the illustrations and text more clearly.

#### **Mathematical development**

48. The provision for mathematical development and the teaching are good. The children in the reception group are making good progress in learning about number. They count to 10 confidently, and some are able to count back from 10 to zero. They can count to 20 in twos when joining in

with the older pupils in the class. They know the days of the week and are familiar with the names of the months of the year. They enjoyed matching the number of food items eaten by the caterpillar on each day of the week and wrote the numbers correctly. They are well on track to achieve standards in number which are above those expected of five year olds.

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

49. Children receive a sound foundation for their future work in science, history and geography, through sound teaching about the world immediately around them. They learn about animals and their needs and about the past by looking at the old house in their village. They begin to understand maps by drawing a 'map' of their journey to school. There were no reception children using the computers during the inspection, although older pupils in the class were using them. They learn about special times such as Christmas and Easter, and special ceremonies such as weddings and Baptism, by participating in role-play ceremonies and celebrations with the rest of the class.

### **Physical development**

50. Overall, children's physical development and the teaching in this area are satisfactory. Staff ensure that children make good use of the large play equipment on the playground. Children climb and balance confidently and help each other. They show an awareness of space and good co-ordination while using this equipment. Further opportunities to develop these areas are restricted as there is only one bike between the group. Children are good about waiting and taking turns for this. There is a small, protected outdoor area for play, but the play-house is dull and unattractive. Consequently it is not used as effectively as it could be to develop imaginative play. Children's skills in manipulating small objects and equipment are well developed, for example, they handle scissors, crayons, pencils and glue sticks confidently.

### **Creative development**

51. The teaching of creative activities is good. Children enjoy painting and have made a very colourful underwater group picture by using their thumbs to print shapes of creatures. In one lesson seen, they were making individual prints, using their own stamps, which they had made from playdough. They enjoy singing nursery rhymes and sing in assembly, tunefully and with a good sense of rhythm. They enjoy role-play, especially in the very attractive 'Postman Pat' post office.

### **ENGLISH**

52. Inspection evidence shows that the standard of work attained by Year 2 is average and the current Year 6 is below average. Results of the national tests need to be treated with caution because of the small size of the cohort, for example the 2002 national test results for Year 2 were below the national average in reading, however in the previous year they had been well above average. In writing however, the results were well below average, compared with below average the previous year. For the last two years the results in Year 6 (the end of Key Stage 2) have been very low compared to both the national average and in terms of what these pupils achieved in Year 2 (the end of Key Stage 1). These results indicate that a number of pupils in Year 6 have underachieved, particularly in writing. The co-ordinator has identified raising English standards, particularly in writing, as a target for development. The current effective teaching is now enabling older pupils to make good learning gains. Pupils with special educational needs make sound progress throughout the school.

53. Attainment in speaking and listening is good across all classes. Pupils listen attentively to their teachers and to each other, and there are good opportunities to develop these skills in each class. 'Circle Time' also provides good opportunities for the development of pupils' speaking and listening skills. Pupils in the Year 1/2 class spoke out confidently in a drama lesson, and also in front of the whole school in assembly. Older pupils discussed their evaluations of bread making and designing, and made clearly thought out observations. Year 5/6 pupils performed their own sketch, 'A Modern Good Samaritan', for the whole school, showing good awareness of their audience. Pupils in the Year 3/4 class listened very attentively, and with obvious enjoyment, when their teacher read the description of 'Baba Yaga'. They joined in the refrain spontaneously,
54. A solid foundation in basic reading skills is established in Years 1 and 2 and pupils use phonic skills well to read unfamiliar words. They describe the characters in the stories and relate the plot, showing sound comprehension skills. However, by the end of Year 6, standards in reading are below the national average and guided reading sessions, aimed at improving reading, are only just beginning in the school. The more able pupils read fluently, but others read without expression. Although most pupils enjoy reading and read regularly with their parents, some do not. These pupils, particularly the younger ones, who rely only on reading practice at school, do not make sufficient progress in their reading. Teachers keep records of what pupils read and monitor their progress closely. The wide range of books are colour coded to reading levels, but despite this, some older pupils choose books, which are too difficult for their ability. This hinders their progress and enjoyment. Older pupils use dictionaries and reference books appropriately to support their work. They know how to use the library using a simplified Dewey system to locate reference books.
55. At the end of Year 2 most pupils are writing in full sentences and generally use basic punctuation, such as full stops, but not always capital letters. Their work is generally tidy and well presented written on lined paper. They write for different purposes, such as a letter to 'Katie Morag' describing themselves and their lives, and asking questions about hers on her Scottish island. They re-write stories, such as 'Tom and the Sea Caves', as well as writing their own short stories. Year 3 and 4 pupils write many stories and poems, making good use of poetry frames to improve their work. They are making pop-up books to share with younger pupils. The presentation of their work is generally poor, as most of their creative writing is done on unlined paper. Higher ability pupils generally use punctuation well, but pupils of average ability frequently forget to use even basic punctuation, such as capital letters, and their work is spoilt by over use of 'and' to join sentences. Older pupils write stories, plays and poems, but their general standard is immature, with limited use of good expression and vocabulary. There have been insufficient extended writing opportunities for this age group. There has been improvement in the quality of provision and the style and content of their written work in the second half of this year because of the improvement in the teaching and the higher expectations.
56. Writing across the curriculum is insufficiently developed in Years 3 to 6, especially in the earlier part of the key stage. Opportunities to develop writing skills are missed due to heavy use of work sheets in subjects such as geography, history, science and religious education. Pupils use word processing programmes on the computer confidently, to enable them to improve both the spelling and presentation of their work.
57. The teaching of English is now good overall, but previous weak teaching has contributed to the below average standards in Year 6. Teachers have good understanding and knowledge of English. They manage the literacy sessions very well. They have high expectations of the pupils and are aware of their needs. They plan well to match these needs and to extend pupils' abilities. Phonic skills are taught well at Years 1 and 2 and texts are carefully chosen in all classes to gain

maximum interest. This was particularly evident in the Year 3/4 class, where the graphic descriptions in 'Baba Yaga' held the pupils spellbound, and resulted in well motivated pupils, totally involved in their learning. Teachers' very effective questioning ensures the involvement of all pupils and helps assess what they have achieved. Work is marked constructively and homework is well used by teachers to reinforce class learning. In all classes, learning support assistants work purposefully and well with groups and individuals.

58. Regular assessment and tracking of pupils progress has begun in the school, but has not made much impact as yet. The very knowledgeable English co-ordinator has identified key areas for development to help raise the standards. These include guided reading, extended writing, use of assessment targets to inform planning and the improvement of writing across the curriculum. Resources to support the English curriculum are good. These include a variety of colour coded graded reading books, dictionaries, a good selection of fiction, and some very attractive 'Big Books'. ICT is used well to support learning in English. Overall, there has been unsatisfactory progress in the subject since the last inspection.

## MATHEMATICS

59. Standards in mathematics are average overall in Year 2, though better than average in number work, and below average in Year 6. This is better than the Year 6 test results in recent years which have been very low. However, the work completed in the last half year shows that all pupils, including the more able and those with learning difficulties, are now achieving satisfactorily. This is because the teaching in Year 5/6 has improved and the evidence from pupils' work shows that expectations for what they should be achieving are significantly higher than they were. Since the last inspection number skills have improved in Years 1 and 2, but standards have declined in Years 3 to 6 and overall there has not been sufficient improvement.
60. Standards in number work are good in all year groups. Pupils are confident and accurate in their use of the four operations of arithmetic at an appropriate level. This is mainly because of the very considerable time spent on this aspect of mathematics. The standard of mental mathematics is good. In Year 2 pupils were multiplying and dividing numbers accurately. Lower-attainers used cubes to help them work out and check their answers. The highest attaining group were quickly applying what they knew, for example, they worked out that  $24 \div 2 = 12$ , and therefore that  $24 \div 4 = 6$ . They used their knowledge of multiplication tables to check their answer mentally. They knew that they did not need the counting aids available to them. In Years 5 and 6 pupils had accurate computational skills, for example they could factorise two digit numbers and find the square and square root (where this was a whole number). However, unlike the younger pupils, they lacked the confidence to apply these skills to problems. When scaling up or down from a given number they struggled to work out the cost of a litre of oil when they knew the cost of 120ml. They were able to do the multiplication and division involved when it was presented in a more conventional form.
61. The teaching and learning were never less than satisfactory and most of it was good. Teachers introduced lessons enthusiastically and expected the pupils to enjoy mathematics. It was clear from their response that most pupils did so, even if they did not feel very confident. Teachers expected pupils to use the correct mathematical terms such as *factor* or *square root* when talking about their work. Lessons started briskly with a whole class session of a series of mental challenges which sharpened pupils' skills and stimulated their interest. On occasion, the whole-class sessions were rather long and pupils tended to become rather restless and inattentive. Teachers also shared the aims of lessons with pupils which helped them to understand what they should be learning. In the best lessons, demanding questioning encouraged pupils to think hard about the various strategies they could use to solve problems. The work was well matched to the

pupils' specific needs, for example in Year 5/6 the work had to be planned to ensure that the gaps in pupils' knowledge were being identified and dealt with. Teaching assistants were effective in lessons, especially when supporting pupils with learning difficulties. They worked closely with these pupils to ensure that they were fully involved in all parts of a lesson and this helped them to make the same progress as the rest of the class. Classroom displays provided pupils with useful reference points and mathematical information and set them some mathematical challenges.

62. The main weaknesses in teaching were evident from the scrutiny of pupils' work, which showed a strong emphasis on developing pupils' numeracy skills and not enough emphasis on teaching them how to apply these skills to unfamiliar situations. There is also relatively little work on other aspects of mathematics such as shape and space and data handling. This is the main reason why overall standards in mathematics are average, though numeracy standards are good. Pupils' work is regularly marked and they appreciated the feedback and support in class, though there was relatively little comment in books or folders on what the pupils needed to do to improve. Teachers set termly targets to enable them to track pupils' attainment and progress. The assessment system is satisfactory overall, but not as effective as it could be because targets are not reviewed frequently enough to help pupils make progress.
63. The leadership and management of mathematics are good. The planning of the two-year programme ensures the progress development of numeracy and basic coverage of other aspects of mathematics. The co-ordinator and staff are aware of the need to raise standards further, and of the need to develop the investigative and problem solving aspects of mathematics. The planning for this is very appropriate as is the planning to extend the use of ICT. This is currently used most effectively to support pupils with special educational needs. Resources for mathematics are adequate.

## SCIENCE

64. Current standards in science are average at the end of Year 2 and below average at the end of Year 6. This is somewhat better than the 2002 teacher assessment at the end of Year 2 and test results in Year 6 which were well below average and reflects improvements in teaching and the curriculum. Comparing results from year to year is not reliable because of the small size of each cohort of pupils, but it is clear both from lessons and the scrutiny of work, that pupils' have been significantly underachieving in the Year 5/6 class. At the time of the last inspection standards were judged to be satisfactory overall, so this represents a decline. Pupils are currently achieving at a broadly satisfactory level in the Year 1/2 and the Year 3/4 classes.
65. Pupils are positive about science and enjoy the practical activities. The work seen in lessons was satisfactory. In Years 1 and 2 pupils were looking at the properties of light and how it is reflected off different surfaces. Though needing considerable support to understand and get started on the task, once they understood the task, they were describing what they could see and making sensible observations about what might happen. They were particularly fascinated to discover that shining a light on some surfaces created a rainbow effect. In Years 5 and 6 the practical work seen was satisfactory. Pupils were also investigating the properties of light and linking this to work on symmetry in mathematics. They were working hard on a challenging task which was developing their observational skills. Most were able to explain what they were doing, though some clearly found the concept of reflective symmetry difficult and needed a lot of support. However, the evidence from pupils' folders indicates that until recently there was comparatively little recorded work and standards were well below average.

66. The teaching and learning observed were satisfactory, though it was not possible to see science being taught in all classes. The staff were concentrating on developing pupils' scientific skills and had planned and set up suitable tasks to develop observational and investigative skills. They were questioning pupils well to check pupils' knowledge and understanding of what they were doing and using the information very appropriately. For example, in the Year 5/6 class the questioning revealed the difficulty some pupils were having with the concept of symmetry and the task was modified suitably for these pupils. The classroom assistants were providing well-targeted support both for individuals and groups of pupils. The main weakness in teaching was evident in the scrutiny of pupils' work which showed that in all year groups there has been an over-emphasis on the use of worksheets and little scope for pupils to plan investigations and to record practical work in a variety of ways. Pupils are seldom expected to write up experiments or investigations in any real depth. It was also clear that the amount of work completed in Years 5 and 6 was too low and these pupils were now having to cover much the same work as Years 3 and 4 to fill the significant gaps in their knowledge. Pupils' work is regularly assessed and marked, but as yet the information is not being used consistently enough to track progress and plan appropriate work.
67. The management of science is satisfactory overall. The curriculum has been improved by the introduction of a two year rolling programme which is now starting to ensure more systematic coverage of the National Curriculum in mixed age classes. Resources are appropriate and pupils have opportunities for suitable field work in the locality, though there is scope to extend the use of ICT in science. The portfolio of work provides teachers with a sound range of information about standards.

## **ART AND DESIGN**

68. At the end of both key stages, pupils attain standards that are above national expectations. Pupils of all abilities achieve well. Only two lessons were seen during the inspection, so most of the evidence has been taken from the very good displays around the school, and from analysing pupils' work.
69. In Years 1 and 2 pupils mixed their own colours to produce good still life pictures in the style of Cezanne. They made their own very good printing blocks by sticking designs made from twine onto card. They then printed their designs onto large paper and produced good colourful prints. They have made a very good book, 'Tales from India', which followed a successful whole school 'India Week'. They have illustrated the stories very well, producing colourful collage pictures in which they use shiny metallic paper and sequins to show the richness of Indian costume. In Years 5 and 6, inspired by their work on water, pupils have produced some very good silk screen prints. They learn to draw figures and portraits in proportion. These show a variety of positions including sitting and movement. Pupils throughout the school evaluate their work and suggest areas for improvement.
70. The subject is very well led and shows good improvement since the last inspection when standards were judged to be in line with national expectations. However, there is no systematic assessment of pupils' work, and no portfolio of levelled work to guide assessment. Resources for art are good and ensure that all aspects of the subject can be taught.

## **DESIGN AND TECHNOLOGY**

71. Evidence from looking at work, talking to pupils and observing two lessons shows that overall standards are generally good, and pupils are achieving well.

72. In Years 1 and 2, pupils had planned and made hats for special occasions, and moving toys and cars. They plan carefully and evaluate their designs and finished objects. In Years 3 and 4, with parental help, pupils have made some very good models of motte and bailey castles with moveable parts such as drawbridges, using a variety of materials. They have also made very good Viking ships. In class they are making pop-up books to share with the pupils in the younger class. These are very carefully designed, following work on levers, and are well linked to the English curriculum because they have had to think about the suitability of the books for the audience. Older pupils have been investigating bread making and have made a variety of breads. They have evaluated their finished products carefully and are designing their own bread, with a view to its marketability.
73. The subject is well led and standards have been maintained since the last inspection. Resources are good. Systematic assessment is not in place, but teachers' good planning ensures skills are well developed throughout the school.

## **GEOGRAPHY**

74. Only one geography lesson was seen during the inspection. Analysis of work indicates that attainment is broadly in line with that expected nationally and for pupils of all abilities, achievements are satisfactory. Sound standards have been maintained since the last inspection.
75. Pupils study a good range of places and are able to compare and contrast their own village life with other areas. Pupils in Years 1 and 2 study the type of houses and way of life in their own locality and compare them with those on the island of Struay. Good links with literacy, when pupils used the book, *Katie Morag and the Grannies* enable the pupils to learn about life on the island. They have written letters to Katie Morag describing their own way of life. They use maps of the island to further develop their understanding of maps. They began by making their own maps of their route to school and then studied possible routes and the sights passed on journeys between places on Struay. For pupils in Years 3 and 4, map work is further developed, by studying maps of the British Isles and learning about simple coordinates. These pupils also learn about types of rocks and how rocks are used. However, there is a heavy reliance on the use of worksheets to support geography, which results in lost opportunities for the development of literacy skills. Older pupils study the water cycle and the course of a river, using the local River Ouse for practical study. They are producing a slide presentation to show aspects of their work, such as a riverbank, pollution and water safety to Class 1 pupils. Effective links to literacy include the use of dictionaries to define the words used to describe the features in the course of a river, such as 'tributary'
76. The leadership and management of geography are sound. Planning of lessons is effective in ensuring that the curriculum is fully covered, but there is no assessment of pupils' work to guide the planning. Good use is made of the local area to support learning. Resources such as maps and atlases, and CD Rom are satisfactory. The coordinator is knowledgeable, and for these mixed age classes, has planned the geography curriculum as a two-year cycle. This ensures full coverage of the geography programme for all pupils.

## **HISTORY**

77. It was possible to observe one lesson only during the inspection but evidence from this and scrutiny of pupils' work shows standards to be broadly in line with national expectations, though the quality of written work is not as good as the oral work.



78. By Year 2 pupils show a satisfactory understanding of how the present differs from the past. They study history in a variety of ways, looking at their own lives and familiar things such as toys and homes, and observing how these may have changed. Their folders show that they have also done some work on famous people such as Florence Nightingale. In this work, their understanding of the importance of events was much less secure and they had found it difficult to put them in the correct order.
79. In the Year 3/4 class pupils were studying the Norman Conquest. They showed a good knowledge and understanding of the main events and were beginning to think about reasons why they might have happened and why there could be different opinions about the same events. A visit to Lewes Castle had extended their knowledge and pupils had made some good quality models and drawings of Norman castles. The best of these showed a real understanding of the principles of castle building and pupils had clearly enjoyed the activity, some of which had been part of a homework project. The teaching seen was good, showing secure subject knowledge and real enthusiasm. The strong links between history and subjects such as RE, design and technology and art help to develop pupils' knowledge and understanding. The school also uses the locality well. The work in pupils' folders in all classes showed that much of their work is based on worksheets. This limits their opportunities to write at any length and express their own views about what they have learnt. The work provides little information for teachers to use for assessing what pupils know and understand about history. The school uses local loan collections to provide artefacts and a range of good quality books and displays are effective but there is little use as yet of ICT.
80. Leadership and management of the subject are sound. The schemes of work have been recently updated, and the collection of a portfolio of examples of pupils' work to compare with nationally expected standards is helpful. ICT is recognised as a major area for development. There has been satisfactory progress since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

81. Little direct teaching of information technology was observed during the inspection but there was some use of ICT in a number of lessons in other subjects. The judgements are therefore based on observing pupils using ICT, work on display, teachers' planning documents and discussion with staff. In the core subjects of English and mathematics, work on display included word processing and mathematical investigations. These helped to develop ICT skills and re-inforce pupils' understanding of the work in these subjects. In English and mathematics, ICT is being used reasonably regularly to support learning but in other subjects its use is more limited, though increasing as more hardware and software becomes available.
82. By the end of Year 2 and Year 6, attainment is broadly in line with national expectations and pupils are achieving satisfactorily. Younger pupils use ICT confidently, using the mouse and following instructions carefully. In the Year 5/6 class pupils were using *Power point* to plan a presentation linked to their current work on rivers in geography. They were using the computers and the software package competently to create the effects they wanted. The class teacher's instructions were clear and very appropriate. Pupils were being encouraged to think carefully about the intended audience (younger pupils) and the implications of this for vocabulary, visual impact and the use of animation. It is clear from this lesson, from pupils' work and the way in which they use ICT in lessons, that the teaching is satisfactory and covers all aspects of the National Curriculum. Learning support assistants use ICT very effectively in class to support pupils with special educational needs. Older pupils have well-supervised access to the Internet and have established useful links with a school in Leicester.

83. The co-ordinator has only recently taken over responsibility for the subject and is making the development of assessment a priority as well building up the range of suitable software. Staff have had access to suitable training and are becoming more confident in the use of ICT in lessons. The improvement since the last inspection has been at least satisfactory and good in some respects. The resources for ICT have improved significantly since the last inspection.

## **MUSIC**

84. During the inspection it was not possible to see music being taught in all classes. It is however clear from the displays, the range of activities and the subject planning, that music plays an important part of the life of the school. In the lessons observed the focus was on singing because the pupils were preparing for the music festival with other local primary schools which was taking place during the inspection week for older pupils and in the following week for the younger pupils. The standard of singing was good overall and pupils were achieving well. They sang with expression and understanding and were able to hold different parts confidently. The older pupils very much enjoyed the music festival and were enthusiastic about the opportunity to be part of a much larger group. Younger pupils were also enthusiastic but became too excited and were finding it difficult to follow instructions. The teaching was satisfactory overall. There were strengths in the teaching of singing, particularly in the emphasis on correct breathing, the importance of dynamics and the need to listen carefully to others. Where there were weaknesses, this was because the management of pupils' behaviour was less secure. The session lasted too long and pupils were unable to sustain their concentration.
85. The co-ordinator provides enthusiastic leadership and also support for colleagues where necessary, though in general teachers have good subject knowledge. Planning is based on the national guidelines for teaching music. Links with other subjects are clear and resources for music are satisfactory overall. Pupils have many opportunities to learn instruments, to perform in front of the school and take part in a wide range of activities. Music features strongly in the Arts week which takes place every year and its contribution to the life of the school and to pupils' all round development is significant.

## **PHYSICAL EDUCATION**

86. Too few lessons were observed during the inspection to make a judgement about overall standards and the quality of teaching in the subject. In the Year5/6 class, ball skills were well taught, but pupils showed below average skills in fielding and hitting a ball with a bat. By the end of the lesson, they had made good progress, in throwing skills, but many still found it difficult to hit a ball effectively with a bat. Pupils were well aware of the need for warm up skills, and also conscientiously checked the field for any hazards before beginning the lesson. The lesson for the pupils in the Year 1/2 class was very short and focused on coordination and sequence of steps to a rhyme. Girls found this far easier than the boys
87. Planning throughout the school shows that all elements of the national curriculum are covered, including swimming at Key Stage 2. The facilities for PE are satisfactory overall, with appropriate apparatus in the very small multi-purpose hall used for gymnastics. However, there are very good outdoor facilities. There is a netball court and a very large field for athletics, football, and other games. There is no systematic assessment, recording and monitoring of pupils' abilities throughout the school.

## **RELIGIOUS EDUCATION**

88. Standards in RE meet the requirements of the locally agreed syllabus overall and much of the oral work and creative work is good. Though there are weaknesses in some of the written work, the school has broadly maintained the standards reported at the last inspection and RE makes a strong contribution to pupils' spiritual, moral and cultural education. The dramatic presentation by the Year 5/6 class of a modern interpretation of the parable of the Good Samaritan showed real understanding of the attitudes and issues involved. The RE curriculum teaches the pupils about the beliefs and festivals of the Christian faith and also gives them a sound understanding of those associated with the main world faiths. The ICT project using email with a school in Leicestershire is an imaginative development in this aspect of the work. Through this the children are linked to a partner of a different faith community and use email to ask each other questions.
89. In the lessons seen the teaching was satisfactory overall with some good features. The links with subjects such as art, history and drama are strong. The work arising out of the visit to Hamsey Church by the Year 3/4 class showed good understanding of the Christian beliefs and symbols and had given rise to some interesting art work. Careful questioning enabled the pupils to make links between the Church and the work they were doing in history on the Normans. Orally, the standard of work was good and they had many opportunities to show what they knew but the task of creating a visitors' guide which followed on from this, did not give the pupils the scope to use their knowledge to write in an interesting and individual way. In the Year1/2 class the use of role play was an effective means of helping the pupils to understand the stories of Zaccheus and of the Prodigal Son and the concept of forgiveness which is central to both stories. In this lesson, pupils were initially enthusiastic and interested, but some of the boys found it difficult listen properly or to sustain their concentration throughout the lengthy role-play.
90. RE is well led and managed. The guidance for teachers is good and the portfolios of work have been built up to give teachers a range of interesting teaching ideas. The co-ordinator has built up a good range of artefacts and videos to support teaching and learning and links with the local church are strong. The main area for development is to ensure that written work matches the good quality of oral work and the art.