

INSPECTION REPORT

Silverdale Primary School

St Leonards-on-Sea

LEA area: East Sussex

Unique reference number: 114454

Headteacher: Mr P Stephenson

Reporting inspector: Mrs A Grainger
20782

Dates of inspection: 11th – 15th November 2002

Inspection number: 247463

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 years
Gender of pupils:	Mixed
School address:	Perth Road St Leonards-on-Sea East Sussex
Postcode:	TN37 7EA
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Appropriate authority:	The governing body
Name of chair of governors:	Mr K Burgess
Date of previous inspection:	12 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20782	Mrs A Grainger	Registered inspector		What sort of school is it? How high are standards? <i>The school's results and pupils' achievements</i> How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19426	Mr C Farris	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development</i> How well does the school care for its pupils? How well does the school work in partnership with parents?
21171	Mrs S Handford	Team inspector	English Religious education Educational inclusion, including racial equality English as an additional language	
10808	Mr A Britton	Team inspector	Mathematics Information and communication technology	How good are the curricular and other opportunities offered to pupils?
27333	Mr R Selby	Team inspector	Science Art and design Design and technology	
23487	Mrs P Kitley	Team inspector	Geography History Physical education Special educational needs	
17208	Mrs G Briggs	Team inspector	Foundation Stage Music	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	22
HOW WELL IS THE SCHOOL LED AND MANAGED?	23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Silverdale Primary School is situated near the Silverhill area of St Leonards-on-Sea. It is well above average in size with 269 boys and 303 girls who attend full-time in the reception year to Year 6, and a further 30 boys and 36 girls who are part-time in the reception year. There are only a few pupils from minority ethnic backgrounds and also a very few from traveller backgrounds. Very few pupils are at an early stage of learning English as an additional language. Twenty per cent of pupils are identified as having special educational needs, which is broadly average. Most pupils with special educational needs have learning difficulties. A good proportion of these also has special educational needs related to behaviour. Nineteen per cent of pupils are known to be eligible for free school meals, which is broadly average.

Children enter the reception year in the September of the school year in which they will be five. They are part-time until the start of the term in which their fifth birthday falls. Almost all children have had pre-school education before beginning school. Taking the intake as a whole, children's overall attainment on entry to the school is average. Strengths in their attainment on starting school are in the areas of personal, social and emotional development, speaking and listening, and in the number aspect of mathematical development. Children's early reading and writing skills are a relative area of weakness, and attainment is below average in this specific area on entry.

The school is part of the Hastings and St Leonard's Education Action Zone. This brings additional funding and resources to the school and involves it in projects to improve pupils' achievements.

HOW GOOD THE SCHOOL IS

Silverdale Primary School provides a satisfactory education for its pupils. It has some good features, such as in the standards achieved in pupils' attitudes and relationships, and in the care provided for their personal wellbeing. Children are given a good start in the reception year. Their overall progress from Year 1 to Year 6 is satisfactory. The standards in Year 6 are average in English and mathematics, but below average in science. The overall quality of teaching and learning is satisfactory. Leadership and management are satisfactory, as is the value for money provided.

What the school does well

- Children get off to a good start in the reception year. This is because they are taught well and are provided with an imaginative and stimulating range of learning opportunities.
- Pupils make good progress in English in Years 1 and 2 because of good teaching.
- Standards in art and design and in design and technology are above those expected nationally in Years 2 and 6.
- Pupils respond well to the good provision for their social and moral development. They have good attitudes to school, and get on well with each other and with the adults in school.
- Good attention is given to pupils' personal wellbeing. As a result, they feel secure and confident at school.

What could be improved

- Pupils' progress in English and history is unsatisfactory in Years 4 and 5 because of weaknesses in teaching in these two subjects in these year groups.
- Standards in science are below average when they reach Year 6.
- Assessment information is not used well enough to ensure that all pupils' needs are met, particularly those of pupils with potential for higher attainment.
- The governing body does not know the strengths and weaknesses of the school well enough in order to evaluate its effectiveness and challenge it to do better.
- Although the role of the deputy headteacher is clearly linked to the day-to-day management of the school, it is not well enough focused on significant areas of leadership.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since its last inspection in January 1998. At that time, the school did not have long-term plans to guide teachers in providing work for pupils in all subjects as they move up through the school. Since then, the school has successfully implemented the national strategies for literacy and numeracy and national guidance for other subjects, rectifying the weakness found in this area. There were no adequate whole-school assessment procedures at the last inspection. Satisfactory progress has been made in establishing procedures. However, the information gained from assessment is not used well enough to ensure that the work provided meets all pupils' needs. A third area in which action was deemed necessary concerned the amount of time allocated to teaching each week, together with the time given to individual subjects. The school has increased the weekly teaching time to above the recommended minimum and has satisfactorily reviewed the time allocated to subjects.

While the most recent National Curriculum test results for pupils at the end of Year 2 were not as good as those at the last inspection, pupils' overall rate of progress is much the same as it was then, and is satisfactory overall. The test results in Year 6 are much the same in relation to the national picture as they were at the last inspection, and are better than they were in mathematics. The progress made by children in the reception year is better now, and is good. There has been good improvement to the accommodation and resources for pupils of all ages.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	D	D	D	well above average A above average B average C below average D well below average E
mathematics	E	D	D	D	
science	D	D	E	E	

In 2002, the English and mathematics results were just below the national average. This was because a lower proportion of pupils than nationally achieved the level above that expected of most Year 6 pupils. This was also the key reason for the science results being well below the national average. By tracking the pupils who took the tests in 2002 from their end of Year 2 test results, it can be seen that this year group of pupils made satisfactory progress in English and mathematics. Because there are no national tests in science in Year 2, it is not possible to make the same check for science.

The evidence from the inspection of pupils' school work is that pupils now in Year 6 are achieving average standards at this point in English and mathematics, and below average standards in science. This particular year group of pupils had better results at the end of Year 2 than those who took the 2002 tests. Progress is presently satisfactory overall for pupils in Years 3 to 6 in English, mathematics and science. However, in English it is uneven and it is unsatisfactory in Years 4 and 5 because of weaknesses in teaching. This particularly affects pupils with potential for higher attainment. In science, there are still too few pupils reaching the higher level compared with the national picture. The school is setting reasonable targets for improvement in English and mathematics results and is making satisfactory progress towards them. The rate of improvement in the school's results since the last inspection has been similar to that found nationally. Boys tend to do better than girls in the mathematics

and science tests, but there is no evidence that boys make better progress than girls over time. In English, boys and girls achieve equally well.

Pupils' results in the end of Year 2 tests in 2002 were below the national average in reading, writing and mathematics. Teachers assessed pupils as below average in science. The 2002 results were adversely affected by the movement of pupils in and out of the school. The evidence from the inspection of pupils' school work is that standards, at this point in the present Year 2, are average in English, mathematics and science. The present rate of progress of pupils in Years 1 and 2 is good in English and satisfactory in mathematics and science.

In art and design and in design and technology standards are above those expected nationally in Years 2 and 6, with good progress made from Year 1 to Year 6. In all other subjects, progress is satisfactory and standards are as expected for pupils of this age. However, as in English, pupils' progress is unsatisfactory in history in Years 4 and 5. Children in the reception year make good progress in all areas of learning. Most are on course to achieve the standards expected nationally at the end of the reception year. A good proportion is likely to exceed the expected standards. Children catch up in reading and writing by the end of the reception year.

Pupils with special educational needs and the few with English as an additional language make satisfactory progress because of the support they are given. The very few traveller pupils also make satisfactory progress, although this is reduced by erratic attendance.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school and enjoy learning. They respond particularly well when teaching is interesting and challenging.
Behaviour, in and out of classrooms	Satisfactory overall. There is much good behaviour in lessons but minor disruptions sometimes occur. Generally behaviour about the school is good, although there is some pushing and shoving at the end of sessions in corridors.
Personal development and relationships	Good. Pupils get on well with each other and with the adults in school. They willingly help each other in lessons.
Attendance	Satisfactory. Attendance is broadly in line with the national average. Punctuality at the start of the day is also satisfactory.

TEACHING AND LEARNING

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

During the inspection 86 lessons were observed. Teaching and learning were at least satisfactory in 81 of these lessons, including 36 in which they were good, and five in which they were very good. There was unsatisfactory teaching and learning in four lessons and poor teaching and learning in one. There was no unsatisfactory teaching in the reception year to Year 2, or in Year 6.

The overall quality of teaching and learning in English, including the basics, is good in Years 1 and 2 and satisfactory overall in Years 3 to 6. However, it is unsatisfactory in Years 4 and 5. Teaching and learning in mathematics, including the basics, is satisfactory throughout Years 1 to 6. In science, teaching and learning are also satisfactory although weaker in Year 5 than in other years. Teaching and learning in art

and design are good and satisfactory in all other subjects. The exception is in history in Years 4 and 5, which is unsatisfactory.

Overall, teachers meet all pupils' needs well in the reception year and satisfactorily in Years 1 to 6. Children in the reception year are well taught and make good progress as a result. Teaching is satisfactory for pupils with special educational needs and the few with English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. An imaginative and stimulating range of learning opportunities is provided in the reception year. All the required subjects are covered in Years 1 to 6. There is a good range of additional activities, particularly sports in which considerable success is achieved, and residential visits.
Provision for pupils with special educational needs	Satisfactory overall. Pupils' individual needs are assessed well and they are given the support they need to make progress. Good provision is made in the reception year where teaching is good.
Provision for pupils with English as an additional language	Satisfactory. Good use is made of external advice and support from a specialist teacher. School staff provide support in lessons, particularly for English and mathematics, but activities in other subjects are not always adapted for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There is strong attention to pupils' social and moral development and this is reflected in the quality of relationships in the school. There is satisfactory attention to pupils' spiritual and cultural development.
How well the school cares for its pupils	Satisfactorily overall. There is good attention to pupils' personal well-being. While the school has satisfactory assessment procedures, the use of assessment information in meeting pupils' individual needs is inconsistent.

The school has a satisfactory partnership with parents. Parents make a good contribution to the work of the school through raising funds and supporting their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and senior staff ensure the smooth running of the school and maintain a focus on improving the school's provision. The deputy's role is clearly linked to day-to-day management, but does not have a significant leadership aspect.
How well the governors fulfil their responsibilities	Unsatisfactorily. Governors are supportive of the school and undertake the roles assigned to them satisfactorily. However, the governing body does not know enough about how well the school is doing in order to evaluate its effectiveness and challenge it to do better.
The school's evaluation of its performance	Satisfactory. The procedures for checking the curriculum and teaching and learning adequately identify main areas for improvement.

The strategic use of resources	Satisfactory. All resources are targeted on the school's priorities for pupils' education. Specific grants are used for its intended purposes. Satisfactory consideration is given to whether the school provides the best value for pupils and their parents.
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The school has a good number of teachers and support staff, and resources to support pupils' learning are good. The accommodation is satisfactory, with some good features.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Staff are approachable. • The quality of teaching and the progress their children make. • Their children are expected to work hard and to do their best. 	<ul style="list-style-type: none"> • The information they receive on their children's progress. • How closely the school works with them. • The range of activities outside lessons.

Inspection evidence supports parents' positive views. Inspectors judge the information provided on pupils' progress to be satisfactory overall. The range of activities outside lessons is good, particularly for sport.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' results in the end of Year 6 National Curriculum tests in 2002 were below the national average in English and mathematics and well below the national average in science. The same picture is seen when the results are compared with those achieved by schools with pupils from similar backgrounds. The English and mathematics results fell only just below the national average. In both these subjects, the percentage of pupils reaching at least the level expected for their age was average. However, fewer pupils than nationally reached a higher level. By tracking the pupils who took the tests in 2002 from their end of Year 2 results, it can be seen that all groups of pupils made satisfactory progress in English and mathematics. Such tracking is not possible in science because pupils are assessed only by their teachers at the end of Year 2 rather than being subject to national tests as in English and mathematics. Boys tend to do better than girls in the mathematics and science tests in Year 6. However, there is no significant evidence of boys making better progress than girls over time. In English, boys and girls achieve equally well.
2. Although test results in mathematics at the last inspection were broadly average, they were below average in English and science. In all three subjects, with the exception of English in 2000, the results have been below, and sometimes well below, the national average in the intervening years. This is even though the school's results over this time have improved at the same rate as other schools nationally. The evidence from the inspection of pupils' school work is that standards, at this point in Year 6, are average in English and mathematics, but below average in science. The year group of pupils now in Year 6 ended Year 2 with higher attainment than had those who took the tests in 2002. To a large extent this is what accounts for the better standards seen in pupils' work this year. The science standards are below average because, as with the English and mathematics results in 2002, not enough pupils are working at a higher level than that expected of most Year 6 pupils.
3. In the end of Year 2 National Curriculum tests in 2002, pupils' results were below the national average in reading, writing and mathematics. When compared with the results achieved by schools with pupils from similar backgrounds, the results were below average in reading and well below average in writing and mathematics. In all three areas, these results were lower than at the last inspection. The 2002 results were adversely affected by the movement of pupils in and out of the year group, particularly by a small group of lower attaining pupils entering the school. Teachers assessed pupils' performance as below average in science in 2002. Girls tend to do better than boys in the reading and writing tests in Year 2. However, there is no significant evidence of girls making better progress than boys over time. In mathematics, boys and girls achieve equally well.
4. The evidence from the inspection of pupils' school work is that standards at this point in Year 2 are average in reading, writing, mathematics and science. The English standards are not higher than average because more than a quarter of pupils in this year group have been identified as having special educational needs, mainly related to learning in literacy.
5. The rate of progress of pupils now in Years 1 and 2 is good in English as a result of initiatives to improve the teaching of English, particularly writing. In Years 3 to 6,

progress in English is satisfactory overall but there are differences in Year groups directly related to variations in the quality of teaching. It is unsatisfactory in Years 4 and 5. In mathematics and science, pupils are making satisfactory progress from Year 1 to Year 6. However, in science progress is relatively weaker in Year 5.

6. Children's attainment on entry to the reception year is broadly average in relation to the expectations for their age. There are strengths in children's personal, social and emotional development, and in their speaking and particularly their listening skills, and also in their understanding of number as an aspect of mathematical development. Early reading and writing skills are relative areas of weakness and are below those expected at this age. Children make good progress in all areas of learning in the reception year because they are well taught. Almost all children are now on course to achieve the nationally expected standards and a good proportion is likely to exceed them. The strengths in personal, social and emotional development and in the number aspect of mathematical development remain. The strengths in speaking and listening are also maintained and children catch up in their early reading and writing skills to attain the standards expected at this age.
7. Pupils' achievements in literacy and numeracy in other subjects are satisfactory, as they were at the last inspection. Literacy skills are applied and developed adequately in other subjects, such as science, in most year groups. Numeracy skills are used satisfactorily in pupils' work in science and design and technology. In information and communication technology, pupils' skills in using data are developed effectively.
8. In science, pupils in Years 2 are developing skills in scientific enquiry at the right level as is seen, for example, in their investigations into the conditions required for bulbs to grow. This aspect of science is developed well in Year 6, where pupils have a good grasp of what makes an investigation fair. In all the other aspects of the areas of study required by the National Curriculum for science, pupils in Years 2 and 6 have a satisfactory body of knowledge. However, not enough pupils have a deeper knowledge and understanding than that expected for their age.
9. Information and communication technology standards are as expected nationally in Years 2 and 6, with pupils making satisfactory progress from Year 1 to Year 6. In both year groups there are examples of pupils attaining at a higher level than that expected for their age. Pupils use computers confidently. Skills in this area are applied satisfactorily in other subjects, for instance in geography, science and mathematics. Religious education standards are as expected by the locally agreed syllabus in Years 2 and 6. This is much the same as the situation at the last inspection. Pupils develop a satisfactory awareness of world faiths. They have an adequate understanding of how faith influences people's lives. Their progress in this subject is satisfactory as they move up from Year 1 to Year 6.
10. In art and design and design and technology, standards are above those expected nationally in Years 2 and 6. They are better than at the last inspection throughout the school in design and technology and in Years 1 and 2 in particular in art and design. Pupils make good progress in these two subjects as they move up through the school. In geography and history, standards are as expected nationally in Years 2 and 6, as they were at the last inspection. In these subjects, pupils make satisfactory progress overall as they move up from Year 1 to Year 6. In music and physical education, standards are average in Year 6. No lessons were observed in Year 2, so it is not possible to make a judgement on standards at this age. In all other year groups, all groups of pupils are making satisfactory progress in music and physical education. Standards in swimming

are well above those expected nationally as a result of pupils having regular lessons in the school's indoor pool.

11. Pupils with special educational needs achieve satisfactory outcomes in relation to their prior attainment. They achieve well in the reception year. The use of early and additional literacy support is contributing well to improving standards of literacy for pupils with learning difficulties. The very few pupils who are at an early stage of learning English are being helped to develop their English knowledge and skills, so that they can participate more fully in class work. The very few traveller children currently attending the school are well integrated into their classes and given appropriate support to make satisfactory progress. However, their attendance is erratic, and this restricts their progress.

Pupils' attitudes, values and personal development

12. Children in the reception year settle into school well. They enjoy the many stimulating and imaginative activities in lessons, behave well, and quickly learn the daily routines. They know, for example, how to sit together on the carpet for whole-class parts of lessons. Children work and play together constructively, sharing and taking turns without squabbling. This is seen, for example, as they work in pairs on the computers or participate in make-believe play in the role-play areas. Children have already developed good independence and move confidently around the classrooms to find resources they need. They work on their own while the teacher deals with another group, for example in counting activities or when carefully colouring in. They know that their classrooms have to be tidied up, and readily join in with their classmates to do this. This makes a valuable contribution to their personal development. They build good relationships with adults and with each other. They are surprisingly articulate and many show good levels of confidence.
13. Throughout Years 1 to 6 pupils' attitudes to learning are good. This is a similar picture to that found at the last inspection. Pupils like school and enjoy learning. In general, they are interested in what is going on around the school. For the most part, they are keen to be involved in asking and answering questions. Most remember to put up their hands before answering rather than calling out the answers. Pupils generally settle to work quickly and continue working even when not directly supervised by a teacher or teaching assistant. In good lessons, pupils' attitudes are very positive. They are particularly well motivated by interesting activities. In a good Year 3 English lesson pupils found the poetry writing activity interesting and produced imaginative poetry that they were proud of. In a Year 2 art and design lesson, pupils worked very industriously as they produced patterns based on their observations of the school environment. Pupils readily participate in discussions. There are examples of pupils showing a good sense of maturity in discussion, as in a Year 6 lesson on discrimination. When required, pupils work together in class co-operatively in pairs or groups. There are some opportunities for independent working, but in many classes this aspect is underdeveloped, particularly in Years 4 and 5.
14. Pupils' behaviour is satisfactory overall. Much of it is good in lessons, but there are enough instances of low level disruption in class for it not to be good overall. This is not as good as the situation reported at the last inspection. This less positive behaviour is often linked to the teacher's ability in managing pupils and how interesting the lesson is. Disruptions in class are rarely serious, but they still reduce the effectiveness of a few lessons in supporting learning. Pupils mostly move around the school sensibly, although at the end of a session there can be some pushing and shoving on the stairs and in the corridors.

15. Pupils show respect for property and treat books and equipment with due care. Behaviour at lunchtime is good. Pupils queue up patiently in an orderly manner and lunchtimes are pleasant social occasions. Behaviour on the playground is also generally good, but the limited space means that pupils get in the way of each other's activities quite often. Play can be very energetic and sometimes quite physical but, for the most part, it is very good-natured. No oppressive behaviour was seen during the inspection, and parents and pupils do not see this as a particular problem. There were one permanent and seven fixed-term exclusions during the last school year. This is a significant increase on the position at the time of the last inspection, when there were no exclusions. However, the fairly high rate of exclusions reflects the headteacher's determination to restore high standards of behaviour. All the exclusions were for incidents of unacceptable behaviour on the playground. So far, there has been one temporary exclusion this term, which indicates that the situation is improving.
16. As at the last inspection, relationships at all levels are good. Pupils support each other well and help those who find the work more difficult. They are generous in their praise for the successes of their classmates. In a Year 6 physical education lesson pupils spontaneously applauded a pupil's demonstration. Pupils are pleasant and care for the feelings of others. Most of them remember the common courtesies and are polite to adults. However, some have not yet learnt that pushing through doors ahead of adults is impolite. The school is racially harmonious. Pupils have good relationships with staff and there is a pleasant and friendly atmosphere within the school that both pupils and staff enjoy.
17. Pupils respond well to the school's provision for their personal development, including opportunities to assume responsibility, as they did at the last inspection. For the younger pupils this includes tidying up activities and taking the register to the office. The duties increase as pupils move through the school and by Year 6, pupils have a wide range of responsibilities. This includes hall and library duties, which pupils undertake diligently. Prefects take their responsibilities seriously and help maintain good order in the corridors and cloakrooms at lunchtime. Older pupils willingly help to look after the younger ones. The school has a house system, each with two elected house captains who have additional duties around the school. Two pupils from each class sit on the school council, which meets regularly and is a good discussion forum for matters of mutual interest. Pupils show initiative in suggesting fund-raising activities for charities. Initiative is also evident in pupils' contributions to the projects undertaken by the engineering club.
18. Attendance during the last school year was satisfactory and in line with the national average. Punctuality at the start of the day is satisfactory and most lessons start on time. Overall, pupils' good attitudes and relationships, together with the good behaviour of most pupils in lessons, help to create an atmosphere supportive of learning.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching and learning is good in the reception year. It is satisfactory overall in Years 1 to 6 although it varies from very good to unsatisfactory in individual lessons. During the inspection, 86 lessons were observed. In 81 lessons, teaching and learning were at least satisfactory, including five in which they were very good and 36 in which they were good. Teaching and learning were unsatisfactory in four lessons and poor in one. All the lessons in the reception year and in Years 1 and 2 were at least satisfactory. There were many instances of good teaching and learning in these year groups and also a few examples of very good teaching and learning. In Years 3 to 6, there was also a good proportion of lessons in which teaching and learning were

good and a few in which they were very good. However, one in ten of the lessons seen were less than satisfactory, with most of these lessons located in Years 4 and 5. No unsatisfactory teaching and learning was seen in Year 6. The instances of very good teaching and learning were located in one Year 6 class, in a reception class and in two Year 2 classes.

20. The overall quality of teaching and learning in English, including the basics of literacy, is good in Years 1 and 2. While teaching and learning in English, including the basics of literacy, are taught satisfactorily overall in Years 3 to 6, teaching and learning are unsatisfactory in Years 4 and 5. Not all teachers in these two year groups have a good enough understanding of the requirements of the National Literacy Strategy and the level at which pupils of this age should be working. The quality of English teaching in Years 4 and 5 is not as good as at the last inspection. In mathematics, including the basics of numeracy, teaching and learning are satisfactory throughout Years 1 to 6. Science teaching is satisfactory overall in Years 1 to 6, but it is relatively weaker in Year 5 than in other year groups. Teaching and learning in art and design and in design and technology are good. In all other subjects, teaching and learning are satisfactory overall, although they are unsatisfactory in history in Years 4 and 5.
21. In all activities in the reception year teachers are clear about what they want children to learn. This supports effective teamwork, with teaching assistants used well to give full attention to all children's needs. Good use of day-to-day assessment also helps teachers to meet individual needs well. However, just occasionally children with potential for higher attainment are not moved on as quickly as they might be, for instance during lessons focusing on basic literacy skills. Teachers have high expectations of the standards that all children are capable of attaining and this is seen in the planning of lessons across all areas of learning.
22. There is clear well-focused teaching of the basic skills of literacy and numeracy in the reception year. This is seen, for example, in the teaching of letter sounds and letter formation. Good use is made of opportunities to extend children's vocabulary; for instance, through a visit to the shops children were introduced to language such as 'bar codes', 'assistants' and 'receipts'. Imaginative role-play situations as well as real life experiences make learning relevant. Counting skills are well taught through many practical 'hands on' activities. The visit to the shops was used well to promote learning about numbers and money. Learning in personal, social and emotional development is effectively promoted through opportunities for children to choose activities from a range provided in lessons, and sometimes to select equipment for themselves. As in the key areas of communication, language and literacy and children's mathematical development, activities in other areas of learning motivate children and promote learning effectively.
23. Teachers in Years 1 and 2 build well on the start given in the reception year in promoting effective learning in English, and this is an improvement since the last inspection. As in the reception year, teachers give pupils in Years 1 and 2 good opportunities to use and further develop their speaking and listening skills so that many are confident and articulate communicators. They also select texts that motivate and interest pupils. In a Year 1 lesson the selected book, 'Temper Temper' captivated the interest of the boys who generally do not perform as well as girls in English at the end of Year 2. While there is also much effective English teaching in Year 3, this well focused teaching is not sustained when pupils reach Years 4 and 5. When pupils enter Year 6, teachers are making up lost ground in English.

24. Learning in art and design and design and technology is effective in Years 1 to 6 because teachers are clear about the skills they are teaching and activities are thoroughly planned. In other lessons in which teaching and learning are effective, activities are conducted at a good pace so that full use is made of the time available. This was a feature of a well-structured Year 2 information and communication technology lesson where good organisation ensured full use of the school's resources to support pupils' learning. In this lesson, pupils' skills in the use of an art program were used well. Lessons in information and communication technology are planned to ensure a clear focus on skill development.
25. A common feature of much good teaching is the use of questioning to develop pupils' thinking linked to a clear focus. In a Year 2 mathematics lesson, the teacher developed pupils' counting skills by dropping two pence coins into a mug. Pupils paid good attention as she told them, "You have heard 12 two pence coins drop", and went on to ask, "How much is that altogether?". Good questioning helped pupils in a Year 3 science lesson to identify the best methods for contrasting and classifying rocks. Good fast paced mental sessions in two Year 6 mathematics lessons, as well as activities matched to all pupils' needs, ensured that pupils worked productively and that their learning moved on at a good pace. Where teaching is good in lessons, there is usually appropriate challenge for pupils with potential for higher attainment. Teaching assistants are also deployed effectively, in particular to support pupils with learning difficulties or those at an early stage of English language acquisition.
26. Teachers use computers satisfactorily to support pupils' learning, particularly in subjects such as English, mathematics and science. However, in English, they are not used fully to support learning in drafting and redrafting writing. In science, they are not used for recording investigations. There is inconsistency in how well they are used in different classes in mathematics. Marking is undertaken regularly. In English and mathematics, helpful feedback is provided to pupils on how work might be improved but there is not enough focus on pupils reviewing their work to improve spelling and punctuation. In mathematics, few comments are provided to help pupils when they have made mistakes. Homework is used satisfactorily.
27. The lack of challenge for pupils with potential for higher attainment is a factor that reduces the effectiveness of learning. This was also a weakness at the last inspection and it has not been rectified. In mathematics, this is apparent in Years 3, 4 and 5. It is also a key element in the less effective although adequate teaching of science in Year 5. In music, the provision of the same activities for all pupils restricts the learning of those who could move on to more demanding tasks. In Year 5 in religious education, pupils are not pushed on in their thinking by being asked to reflect on or record what they have learned. This is in contrast to Year 6 where this is a good feature of religious education teaching. Another weakness in science that reduces the challenge for pupils and prevents standards from being higher is that in Year 5 pupils copy too much work and do too little thinking for themselves. There are also shortcomings in the teaching of the main principles of investigative science in some classes in Years 4 and 5, although there is an example of this being done well in one Year 4 class. Some Year 5 mathematics lessons lack pace after a brisk introduction and this slows the pace of learning.
28. Lack of challenge in the work set and low expectations of the standards that pupils are capable of attaining are the main reasons for teaching and learning in English and history in Years 4 and 5 being unsatisfactory. Again, it is the pupils with potential for higher attainment that are most disadvantaged. In English, these pupils are not well enough encouraged to widen their vocabulary or to write at greater length. Skills of

historical enquiry are not developed in these two year groups. Teachers provide information for pupils to copy, rather than getting them to think for themselves. There are too many undemanding tasks such as colouring in worksheets and drawing pictures.

29. The overall quality of teaching and learning for pupils with special educational needs is satisfactory. Since the last inspection the school has increased the number of teaching assistants. When teachers work closely with the teaching assistants, pupils are well supported and fully involved. For example, in a very good English lesson in Year 2, pupils with special educational needs successfully wrote and wordprocessed their own poems. In a good Year 4 mathematics lesson, the teacher discretely directed the teaching assistant to help pupils keep up with the fast pace of the mental arithmetic warm-up activity. As at the last inspection, however, some teachers do not make best use of assistants' time to support learning. Where tasks are adapted, as in a Year 6 science lesson, pupils are able to learn without intensive adult support. In other lessons, however, pupils with special educational needs have difficulty understanding the wording of questions set for all pupils, and this limits how much they can learn.
30. Direct teaching support is provided one morning a week for pupils in the early stages of acquiring English. Teachers allocate teaching assistant support to help these pupils to develop their English language skills and their mathematical skills in lessons. Where there is direct support, these pupils learn effectively. However, teachers are not always looking for opportunities to adapt and simplify tasks so that pupils with English as an additional language can participate more fully in other subjects and also in some activities in the reception year.

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

31. Children in the reception year are provided with a stimulating and imaginative range of learning opportunities. Together with good teaching, this gets children off to a good start so that they achieve well. There is effective attention to the development of children's basic skills and to building on their already strong personal, social and emotional development on entry to the school. The learning opportunities enhance the children's good speaking and listening skills and help them to catch up in their early reading and writing. They also build well on the basic general knowledge children have when they start school, increasing their awareness of the world in which we live. There is also good attention to children's creative and physical development.
32. The learning opportunities for pupils in Years 1 to 6 satisfactorily cover all the subjects of the National Curriculum and religious education. This is an improvement since the last inspection when there were weaknesses in the breadth of coverage of some subjects. Art and design and design and technology are now covered well. This is an improvement in art and design in Years 1 and 2, and in design and technology throughout the school. The learning opportunities in art and design and design and technology promote standards above those expected nationally. While the learning opportunities in science promote satisfactory progress overall, they are not challenging all year groups of pupils well enough to raise standards.
33. Weaknesses identified at the last inspection have been dealt with satisfactorily. There are now long-term plans of the work to be covered for all subjects. This has been achieved through the successful implementation of the national strategies for literacy and numeracy and guidance for other subjects. However, the long-term plan of work for

science is not fully implemented in all year groups. The school now meets the recommended minimum for the length of the school day throughout the school.

34. The National Literacy Strategy is satisfactorily supporting pupils' learning. A number of good initiatives have improved the opportunities for pupils in Years 1 and 2, particularly in writing. As a result, pupils in Years 1 and 2 make good progress in English. These effective initiatives have been extended to Year 3, so that there is also good development of pupils' writing in this year group. In Years 4 and 5, there are weaknesses in the use of the National Literacy Strategy because not all teachers understand the level at which work should be set for pupils of this age. Literacy is used satisfactorily in other subjects, but the opportunities are not always challenging enough for pupils with potential for higher attainment.
35. The contribution of the National Numeracy Strategy is also satisfactory. Pupils are given suitable mental activities in lessons and their use of mental strategies is developed satisfactorily. Learning opportunities cover all aspects of mathematics, such as shape, space and measures and the collection and interpretation of data. They also involve pupils in investigation and problem solving. Numeracy is used satisfactorily in other subjects of the curriculum, including science, geography, design and technology, and information and communication technology.
36. Opportunities in information and communication technology have developed well since the last inspection because of significant improvements in the resourcing of this area of the curriculum, including the establishment of a computer room and the provision of additional computers. This is helping pupils to not only achieve the standards expected nationally in Years 2 and 6, but is also helping quite a few to exceed them. The use of computers to enhance the learning opportunities in other subjects is satisfactory overall. There is some good practice, but there is also some inconsistency in how well new technology is used across subjects and year groups.
37. The school has adopted the new Code of Practice for meeting pupils' special educational needs. In most lessons pupils with learning difficulties cover the same range of work as other groups of pupils. Their learning in class and small groups taken out of lessons is well supported by teachers and teaching assistants. Individual education plans provide targets for pupils to achieve and for work to be matched to in literacy, numeracy and other subjects. Satisfactory account is taken of these targets in planning activities and providing support. The support given to pupils with special educational needs to participate fully in the learning opportunities provided is better than when the school was last inspected. The learning opportunities are good for pupils with special educational needs in the reception year.
38. Pupils with English as an additional language have equal access with other pupils to the curriculum. For those at an early stage of learning English, language development is a priority. Support is also provided in mathematics to help pupils to achieve in line with their abilities. Pupils are also encouraged to maintain their literacy skills in their first language. Where relevant, support from a bilingual worker is provided for translation and interpretation.
39. Overall, the school makes satisfactory provision for ensuring that pupils have equal access to the learning opportunities provided. However, there is not always enough account taken of the needs of pupils with potential for higher attainment. This results in some underachievement by this group of pupils.

40. Good provision is made for pupils' personal, social and health education. A comprehensive scheme of work is used throughout the school. Visits from the police and school nurse provide pupils with information about personal safety, sex education and drug and alcohol abuse. Aspects of a healthy lifestyle are also covered in physical education and science lessons. The school has been involved in the 'Healthy Schools' initiative, and play leaders have been introduced into the playgrounds at lunchtimes.
41. The school's provision for extra-curricular activities is good, particularly in the opportunities for sport. The strengths found in this area at the last inspection have been maintained and developed further. Current sporting activities include, for example, netball, basketball, football, rugby and badminton. Other sporting activities, provided at other times of the year, include cycling, cross-country running, athletics and swimming. The uptake for these activities is high and the school has achieved considerable success in sporting competitions. The school is presently county champion in football, rugby and cricket, with pupils having competed also at regional level. There is an engineering club and recorder club. Visiting music specialists provide instrumental lessons. The extra-curricular opportunities are further enhanced by residential visits to the Isle of Wight in Years 5 and 6, where pupils take part in outdoor and adventurous activities. The school participates in a wide variety of competitions and events in addition to sports, including engineering challenges and county carol recitals.
42. There are good links with the local community through visitors to the school and visits out of school. There is a strong link to the local church of St Nicholas. The vicar visits the school regularly and Year 6 pupils attend church services. A representative of the Salvation Army visited the school to take part in a school assembly during the inspection. Reception year children have visited the local supermarket in connection with their work on knowledge and understanding of the world and mathematics. The school is well linked to the Hastings Education and Business Partnership, which is involved in the engineering club. Community scheme workers are also developing part of the school site into a nature and wildlife area. The community police officer and school nurse also visit the school regularly in connection with health, drugs and sex education. All these links enhance pupils' learning.
43. Relationships with other schools and organisations in support of pupils' learning are also good. The reception year co-ordinator makes summer term visits to the various playgroups and new intake children visit the school before entry. There are also good links with secondary schools, six in all. The school has an especially close relationship with the local sports college, making good use of their facilities and specialist coaches. Partner schools from Spain, Italy and Rumania are also associated with the school in an ongoing European project involving pupils and teachers.
44. The school makes good provision for pupils' moral and social development, and satisfactory provision for their spiritual and cultural development. This is a similar picture to that found at the last inspection. Assemblies, which are largely secular, give adequate but somewhat limited opportunities for reflection. For example, in an assembly for pupils in Years 5 and 6, pupils were invited to reflect on 'things we need to succeed'. In a Years 1 and 2 assembly pupils reflected on the fact that 'we are all different and therefore have to make the most of our talents'. Music is used before and after assemblies to give a spiritual and quiet dimension to the gatherings. Work in religious education provides pupils with opportunities to reflect on the values and beliefs of other cultures, including Hinduism, Sikhism and Judaism. There are opportunities for reflection and the expression of feelings in art and design and literacy, for example in poetry work in Years 4 and 5 concerned with dreams. Staff also provide satisfactory opportunities that help pupils to explore the values of others especially in personal,

social and health education lessons. Pupils are sensitively supported to consider realities of life, such as birth and death, and how they affect them.

45. Moral development is promoted well. All adults in the school are good role models for behaviour towards others. Staff have high expectations for behaviour. There are easily understood class and school rules and a whole-school Code of Conduct. Nearly all parents are happy with the values and attitudes promoted by the school. Most pupils are made aware by the school of what is acceptable or unacceptable behaviour, such as through writing on bullying in Year 3. Older pupils are encouraged to make moral decisions through the application of reason. In a Year 6 lesson on discrimination and prejudice, pupils gave a reasoned argument about the prejudices faced in the modern world. The Greenlight Trust visits the school to talk to pupils and discuss with them the problems facing the world's rain forests. Consideration for others is well illustrated through the school's arrangements for world charity donations. These include, 'Operation Christmas Child' when pupils are encouraged to bring to school gift-filled, decorated shoeboxes for distribution to refugee children.
46. Good provision is made for pupils' social development. The thorough personal, social and health education programme successfully ensures that pupils think about their place in society and their responsibilities. Opportunities are given for older pupils to care for younger ones during lunchtimes. The system of monitors and prefects gives pupils some responsibility for behaviour throughout the school. A thriving school council, with representatives from all year groups including reception children, gives pupils opportunities to participate in making whole-school decisions. Participation in various competitions and sporting events develops confidence and self-esteem, as well as team spirit. Residential visits by Years 5 and 6 pupils also encourage independence and give pupils an opportunity to experience communal living. The various clubs provided by the school give further opportunity for pupils to work and play together in situations different from lessons. Pupils are helped to develop a good awareness of the needs of those less fortunate than themselves in their charity work closer to home. Harvest Festival donations are sold and the proceeds are given to a local hospice. At Christmas, collections are made for Barnados and a local charity for the homeless.
47. Overall, satisfactory provision is made for pupils' cultural development. Pupils are taught about their own culture and those of others through history, music, art and design and outside visits and visitors to the school. These visitors have included Tibetan students from the Pestalozzi Foundation and teachers from China, Romania, Italy and Spain. The study of different faiths in religious education lessons provides all pupils with an insight into the variety of faiths and customs of people who live in this country as well as abroad. Work in history is concerned with Ancient Greece and Egypt as well as aspects of British history, such as the Tudors. The dances of the Native Americans have been performed in the 'Power of the Circle' dance lessons. Opportunities are provided in music lessons and assemblies for pupils to listen to and appreciate music from different cultures including European classical and folk music. Year 5 pupils were inspired to produce their own art and design work based on Aboriginal art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school provides good care for pupils' personal wellbeing, reflecting a similar picture to that reported at the last inspection. The pastoral support is good and pupils learn without fear, confident that they can turn to an adult in school if they have any worries or concerns. Although there is no formal checking and recording of pupils' personal development, teachers know the pupils well. Most keep informal records, and any concerns are followed up.

49. Child protection procedures are good. There are two child protection liaison teachers. Both have had relevant training and other staff are briefed as necessary on individual cases. They are aware of their duty to be vigilant. The school involves social services and other outside agencies when required. The Local Education Action Zone's inclusive learning tutor gives good support to potentially disaffected pupils and to their families. Support for pupils with emotional or behavioural needs has improved since the last inspection and is an effective feature of the school's provision. As a result, many pupils, especially in Years 5 and 6, have improved attendance and attitudes to school.
50. As at the last inspection, there is effective management of health and safety. There is a good policy and the bursar maintains planned safety routines with exemplary thoroughness. Regular safety inspections are carried out and risk assessment is well established. Fire drills take place each term. While the fire alarm is regularly maintained, it is not tested weekly as specified by the local authority, and this is unsatisfactory. Testing of portable electrical appliances is up to date. First aid procedures are good and there are many staff with first aid qualifications. Accidents are properly logged and parents are notified in writing in the event of a bump to the head or more serious accident. The caretaker and premises staff clean the school effectively, and the environment is generally safe and hazard free.
51. The school promotes and monitors attendance well, and better than at the last inspection. A computerised system is used effectively to summarise details of absences. All unexplained absence is followed up daily, with involvement by the education welfare service if needed. Meetings are held with parents of pupils with low attendance, with full details of attendance patterns provided and discussed. Registers are properly maintained and checked. As a result of all these procedures, the school's attendance rate improved during the last school year.
52. The school's management of behaviour is satisfactory overall and has some strengths, but it is not as good as it was reported as being at the last inspection. A good behaviour policy is reinforced by a system of rewards and sanctions that are well understood by pupils. Staff have high expectations of pupils' behaviour and provide good role models for them. Some teachers, however, do not have a full range of strategies to enable good order to be maintained, and occasionally behaviour in lessons is unsatisfactory. This disrupts the learning of the class. The school has satisfactory procedures for eliminating aggressive and oppressive behaviour. The number of pupils excluded during the last year indicates that the school has taken a firm stance against any unruly behaviour. The relative calm seen during the school day is evidence that this approach is being successful. Midday supervisory staff, play leaders and teaching assistants manage break-times well and this has a positive effect on playground behaviour and safety. There are satisfactory arrangements for managing racist incidents should they occur.
53. The school has improved assessment procedures since the last inspection when this was identified as a key issue requiring improvement. There are now comprehensive assessment procedures in English and mathematics. These procedures are in place from children's entry into school with the baseline assessment through to when pupils leave the school in Year 6. The headteacher has compiled a list of test results, covering every child in the school. This record gives teachers the opportunity to track each individual pupil's progress in these two subjects. The staff now satisfactorily analyse results in the national tests to highlight areas for improvement and to identify strengths and weaknesses in these subjects. They are just beginning to analyse data to set individual targets for pupils and to modify the planned learning opportunities to meet

pupils' differing needs. At the moment this is not having enough effect in lessons, particularly for ensuring higher attaining pupils are adequately challenged. Some pupils are just beginning to be aware of their targets, but this is not extensively developed.

54. Pupils are assessed half-termly in science. However, the school recognises that this assessment is not ensuring that work is well matched to pupils' needs. The present procedures are not raising the below average science standards. Assessment procedures in other subjects are less well developed and in some subjects, such as religious education, music, history and geography, formal assessment does not take place. This limits teachers' effectiveness in meeting the needs of all pupils. The assessment information available is not always used well enough to ensure that higher attaining pupils are challenged, and this is unsatisfactory.
55. Assessment and record keeping for pupils who have a statement of special educational needs are good. The school ensures that annual reviews take place at appropriate times, and that parents, carers and outside agencies are informed and consulted. The school has recently introduced pupil portrait sheets as part of its regular reviews for pupils with special educational needs. These include pupils' strengths and interests, as well as strategies that have helped them reach their targets. The best use of assessment procedures is in relation to pupils who need early or additional literacy support. When these pupils are taken out of lessons for regular intensive instruction in reading and writing, their programme is closely directed by the assessment of their needs and these pupils make good progress.
56. There are good assessment procedures to identify what pupils with English as an additional language know and their initial level of English, which helps to determine the initial targets for support. Assessment is ongoing and targets are regularly reviewed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The school has a satisfactory partnership with parents who make a good contribution to their children's learning at home and at school. In many respects this is a similar picture to that found at the last inspection. Parents are generally supportive of the school. They find the school easy to approach. They are pleased that their children like school and are happy with the progress they make. Parents are pleased that the school expects their children to work hard and to do their best. Some parents are concerned that they do not receive enough information on their children's progress. Some feel that there are not enough extra-curricular activities. Another area of concern for some is how closely the school works with them. The inspection findings support parents' positive views, but not their negative ones. Inspectors judge the range of extra-curricular activities to be good overall, particularly for sport. Inspectors find the information provided for parents on their children's progress to be satisfactory and also see the way the school works with parents as satisfactory.
58. Information provided for parents is satisfactory overall, with some strong points. There is a regular newsletter and the headteacher circulates diary details and other information as necessary. Some staff send details of the curriculum and topics for the term to parents, but this is not consistent. The prospectus and governors' annual report are both informative and meet statutory requirements. Pupils' annual reports are satisfactory and provide relevant information about attainment and progress. They meet statutory requirements. Arrangements for parents' consultation evenings are also satisfactory, with parents able to meet teachers from their children's class. The school provides new parents with satisfactory information on ways of supporting their children's learning at home.

59. Parents make a good contribution to their children's learning and to the life of the school. A regular group of parents helps in classrooms, on visits, and with other activities such as swimming. They provide valuable support, which the school could not otherwise afford. Parents help their children at home with reading and other homework. The use of homework books and reading diaries, although patchy, is satisfactory overall. Parent workshops on topics such as literacy and numeracy have been held, although not recently. The cornerstone of the parents' involvement with the school is their remarkable financial support through the activities of the parent teacher association. The association raises enough funds to pay for the upkeep of the indoor swimming pool. Additionally, funds are provided for the purchase of other items that directly benefit the pupils' learning, such as a television and video, playground and wet play games, tracksuits and football kits.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The overall quality of the leadership and management of the school is satisfactory. The result is a school that provides a satisfactory education for its pupils. It runs smoothly and functions as a relatively calm community, with the care for pupils' personal wellbeing seen as important.
61. The headteacher is in his fifth term in post. On arrival at the school, he gave priority to ensuring that the necessary resources were in place to help staff to meet pupils' academic and personal needs. While improvements to the building were already underway, the headteacher ensured that these continued to move ahead. The accommodation and the provision of resources now are much better than at the last inspection. A further priority identified by the headteacher was the need to make pupils and parents aware that the atmosphere within the school has to be supportive of learning, and that there is no place within this for unacceptable behaviour. A firm line has been taken. Staff and parents report that they are pleased that unacceptable behaviour is dealt with firmly.
62. The leadership and management of the headteacher and key staff is satisfactory. The senior management team includes the deputy headteacher and four teachers who have responsibility for particular age groups of pupils. The teacher responsible for the reception year, for example, has achieved a consistent approach within the three classes in her team, so that all children have a good start to their education. These key staff support the teachers in their teams and check the quality of teaching, for example focusing on improving writing. This is linked with the school's use of external support provided by the local education authority literacy consultant which is targeting the planning and teaching in Years 3, 4 and 5.
63. The deputy headteacher has a strong involvement in the day-to-day management of the school and gives good support to the headteacher. He has a clear presence about the school and contributes effectively to the pastoral care of pupils, the management of behaviour and communication with parents. He does much to support the smooth day to day running of the school. However, the headteacher has not so far delegated significant areas of school leadership to the deputy. The deputy's role does not have a clear enough link with school improvement and the raising of standards to help the school to move on, and this slows the rate at which improvement can take place.
64. The special educational needs co-ordinator leads and manages this aspect of the school's work well. He liaises closely with the headteacher. He has introduced the new Code of Practice for pupils with special educational needs and has successfully built up

a team of well trained teaching assistants. All this is developing the provision for pupils with special educational needs effectively. The co-ordinator recognises that there is a need for continued support for colleagues and checking of what is happening in lessons in order that teaching assistants are used effectively at all times. The good management of special educational needs has been maintained since the last inspection.

65. The overall leadership and management of subjects by co-ordinators is satisfactory and has moved on since the last inspection. The main emphasis of the co-ordinators' roles has been on creating subject policies and ensuring that resources to support the teaching and pupils' learning are in place. The religious education co-ordinators, for example, have ensured that the school now complies with the revised locally agreed syllabus. Most co-ordinators have clear plans for how they are to improve the provision in their subjects. There is good leadership of some subjects, such as English and information and communication technology. Although the co-ordinators for science are keen to develop provision further, and the subject features in the school development plan, not enough action has been taken so far. This is because science has not been a main school focus of action, which is a concern given the below average standards at the end of Year 6.
66. There is satisfactory checking of how well the school meets pupils' needs, particularly in the quality of teaching and learning. The systems in place have identified some key areas requiring improvement, such as the teaching of English in Years 4 and 5. However, not all checking of teaching is effective. The mathematics co-ordinators have undertaken classroom observations, but observations in this subject have not always identified where teachers need additional support. The weaknesses in history teaching in Years 4 and 5 had not been identified.
67. Governors are committed to and supportive of the school, but they do not evaluate what the school does well enough. They do not know enough about how well the school is performing. They have a reasonable understanding of what it does well but are less sure of where it needs to improve. As a result, they are not strongly enough involved in determining its priorities in improving the quality of education or in challenging it to better performance. Individual governors undertake specific roles assigned to them satisfactorily, for example in chairing the finance committee or linking with the special educational needs co-ordinator. However, the governing body as a whole does not have enough ways of finding out about the school's effectiveness, and relies too much on the headteacher. While the curriculum committee is said to check on teaching and learning, this committee does not meet often enough or as much as other committees.
68. The school's finances are satisfactorily managed and educational developments are supported through careful planning. This is an apparent decline in the provision reported at the time of the previous inspection when they were seen as very good. The amount received per pupil is broadly average. The school carried a surplus of just under eight per cent into the current year, which is high. This has helped to maintain increased staffing for the current year, mainly teaching assistants, and at the same time continue the programme of improvements to the accommodation. The school is budgeting for a deficit against the current year's income and is forecasting a reduced surplus of around three per cent to carry into the next financial year. The school is confident that overspend against budget is largely due to one-off expenditure and that it can maintain the current staffing levels.
69. The school is operating a strategic development plan, which is firm for the current year and in brief outline beyond that. The school's priorities are broadly satisfactory and the

financial implications of these are embedded in the budget. Day-to-day financial management is efficiently carried out by the bursar. The school runs its own computerised accounts system and figures are regularly reconciled with those from the local education authority. The school ensures that value for money in its purchases is obtained. Grants received by the school, for example the standards fund, are properly checked and used for the purposes intended. The school was audited last year and six minor recommendations were made. These have all been addressed.

70. The school's use of new technology is good and is being developed further. The installation of a computer room and the employment of a technician have significantly improved the facilities to support pupils' learning, and all classrooms have easy access to a computer. All computers, including those in the office, are linked together in a network. Plans for the current year include a change of Internet service provider and the installation of a Broadband connection. This is likely to facilitate multiple access to the Internet for pupils in the computer room. The office uses computer programs for the management of finance and attendance and has the ability to use it also for assessment. An optical mark reader is used to facilitate the entry of attendance information. The use of new technology is supporting efficient administration.
71. The match of teachers and support staff to the needs of the curriculum is good. In addition to the class teachers, there are several teachers without a regular class including the special educational needs co-ordinator and deputy headteacher. Teachers are well qualified and there is a good range of experience within the teaching staff. Newly qualified teachers get good support from a colleague acting as a 'mentor'. There is at least one teaching assistant per class. Many teaching assistants are well experienced and trained and most are effectively deployed. However, in a few classes there are occasions, particularly during introductions or the final part of lessons, when they could be used more effectively. Teachers have job specifications for their basic teaching and management roles. Staff training needs are identified satisfactorily through performance management interviews and the needs of the development plan.
72. The accommodation is satisfactory overall and supports teaching. Accommodation has improved significantly since the last inspection. A major development has been the building and refurbishment of the classrooms for reception, Year 1 and Year 2 pupils. These classrooms provide good space for teaching and support. For pupils in Years 3 to 6, the accommodation has been improved but some classrooms are small and there are few spaces that can be used for small groups taken out of class. Two classes are still housed in temporary accommodation but will be replaced when the new building, currently in construction, is complete. There are many good features, such as the computer room, and there is also an indoor swimming pool. The playgrounds are small for the numbers using them, and this restricts pupils' play and some physical education activities. Additionally, the school has a large grassed area including space for two football pitches that is widely used in the summer months.
73. The school has good resources that effectively support teaching and learning. Resources are particularly good in mathematics, science, information and communication technology, physical education, religious education, design and technology and art and design. Resources are very good for the reception children that contribute to the very good start children are given. No significant shortages were identified.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. To rectify the weaknesses, the governing body, headteacher and staff should:

- a) Improve pupils' progress in English and history in Years 4 and 5 by rectifying the weaknesses in teaching in these two year groups. This includes raising teachers' expectations of the standards that all pupils are capable of attaining and ensuring that work in English is planned in accordance with the requirements of the National Literacy Strategy. *(Paragraphs: 5, 20, 23, 28, 34, 92, 95, 96, 98, 100, 145, 147, 148, 150, 151)*
- b) Raise the standards pupils attain in science by ensuring that the science curriculum is fully implemented in all classes. This includes ensuring that all teachers develop pupils' skills in scientific investigation. Attention should be given to challenging pupils who are capable of working at a higher level than that expected for their age. *(Paragraphs: 2, 8, 27, 32, 33, 54, 116, 120, 121, 123)*
- c) Use the information available from assessment to ensure that all pupils' needs are met, particularly those of pupils with potential for higher attainment. Develop assessment procedures for subjects that do not have them at present. *(Paragraphs: 27, 39, 53, 54, 98, 104, 115, 125, 132, 138, 144, 164, 172, 180)*
- d) Develop the governing body's knowledge of the school's strengths and weaknesses so that they evaluate how well it is doing and challenge it to do better. *(Paragraph: 67)*
- e) Ensure that the role of the deputy headteacher is linked to significant areas of leadership as well as focusing on day-to-day management. *(Paragraph: 63)*

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- The use of computers to support pupils' learning is not fully established across subjects. There is some inconsistency between classes in the amount they are used. *(Paragraphs: 26, 36, 97, 113, 124, 137, 152, 160, 165)*
- Not all subject co-ordinators are well enough involved in checking the quality of teaching and learning in their subjects. *(Paragraphs: 65, 66, 125, 144, 153, 180)*
- The deployment of teaching assistants requires further checking to ensure that it is effective in meeting pupils' needs. *(Paragraphs: 29, 71)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	52

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	36	40	4	1	0
Percentage	0	6	42	46	5	1	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	638
Number of full-time pupils known to be eligible for free school meals	109

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	130

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	54
Pupils who left the school other than at the usual time of leaving	44

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	46	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	34	39
	Girls	35	36	34
	Total	74	70	73
Percentage of pupils at NC level 2 or above	School	87 (90)	82 (91)	86 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	39	42
	Girls	35	32	32
	Total	72	71	74
Percentage of pupils at NC level 2 or above	School	85 (91)	84 (84)	87 (91)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	37	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	32
	Girls	36	34	36
	Total	64	62	68
Percentage of pupils at NC level 4 or above	School	76 (70)	74 (69)	81 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	33
	Girls	37	34	38
	Total	63	62	71
Percentage of pupils at NC level 4 or above	School	75 (72)	74 (77)	85 (85)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	504	6	1
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	1	0
Asian or Asian British - Indian	4	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	4	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	29	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	24.8
Number of pupils per qualified teacher	25.9
Average class size	30.4

Education support staff: YR – Y6

Total number of education support staff	31
Total aggregate hours worked per week	641

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	1,245,803
Total expenditure	1,268,881
Expenditure per pupil	2,106
Balance brought forward from previous year	120,668
Balance carried forward to next year	97,590

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	5.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
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

33%

Number of questionnaires sent out

638

Number of questionnaires returned

213

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	2	1	0
My child is making good progress in school.	54	42	3	0	1
Behaviour in the school is good.	37	51	5	0	8
My child gets the right amount of work to do at home.	36	51	8	2	2
The teaching is good.	54	39	1	1	4
I am kept well informed about how my child is getting on.	28	48	18	2	4
I would feel comfortable about approaching the school with questions or a problem.	62	32	4	1	1
The school expects my child to work hard and achieve his or her best.	54	40	2	0	4
The school works closely with parents.	29	50	15	1	4
The school is well led and managed.	48	43	4	1	3
The school is helping my child become mature and responsible.	46	43	5	1	5
The school provides an interesting range of activities outside lessons.	22	42	15	3	18

As a result of rounding, not all responses to questions total 100.

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

75. The provision for children in the reception year has improved since the last inspection. The good teaching, together with a very good range of high quality resources and the use of first hand experience, contributes positively to children's learning. The school has successfully rectified the weakness noted at the last inspection of cramped conditions. There is now very spacious accommodation, both inside and outside the building, for both practical and play activities. A large central area, shared by the three reception classes, is used very well as a library, large role-play area and for many creative activities.
76. Children enter the reception year at the start of the school year in which they will be five. They attend part-time until the beginning of the term in which their fifth birthday falls, when they become full-time. Almost all children have had pre-school education before starting at school. Taking the intake as a whole, children's attainment on entry is average overall in relation to the expectations for their age. There are strengths in children's personal, social and emotional development, in their speaking and particularly their listening skills, and in work with numbers. However, in reading and writing attainment is below average when children start school. Children make good progress in all areas of learning while in the reception year. They catch up to an average standard in reading and writing. In all other areas, overall standards are above those expected nationally at the end of the reception year. Children's progress and the standards they achieve are better now than when the school was last inspected.
77. The very good skills of all the adults working with the reception year children is an important factor in the good progress made. These adults help children to settle into school quickly, and support their emotional development by providing a very caring, nurturing environment. As a result, children are happy and confident and learn well. Staff are also clear about what they want children to learn and develop their thinking skills with good questioning.

Personal, social and emotional development

78. The personal, social and emotional development of children is good. Almost all children are on course to achieve the expected standards at the end of the school year, and many are likely to exceed them. Children maintain involvement well in activities, even when working without the direct supervision of an adult. This is evident, for example, in the 'Ready, Steady, Cook' role-play kitchen. Children have a mature understanding for their age of how others feel and of how their actions affect them. They thoughtfully reflect, for example, on what makes them happy, and how they might make sure that their friends are happy. Children willingly help each other. One boy was proud that he had helped a friend temporarily trapped in a piece of apparatus. Children work and play well together and make choices confidently. For example, a group of children playing a game decided for themselves who would be next to speak. They also ensured that all in the group had a go. Children have good levels of independence in personal hygiene and when putting on coats to go outside.
79. The overall quality of teaching and learning is good. Adults provide very good role

models and effectively encourage children to care for themselves and for each other. Activities are set up to allow children to develop independence and encourage them to think for themselves. Children are encouraged to make choices about what they will do and about equipment they will use. All adults have high expectations of children's independence, and their capacity to show initiative and consideration for others. Children are treated with courtesy and respect and, in turn, do this with each other.

Communication, language and literacy

80. Children, including those with special educational needs, make good progress in this area of learning. There is satisfactory attention to the needs of those for whom English is an additional language. Children maintain and build on their good speaking and listening skills. They catch up in reading and writing. Most are on course to achieve the expected standards in reading and writing at the end of the reception year. Many are likely to exceed the expected standards in speaking and listening.
81. Children listen attentively to their teachers and to the other adults who help them. They are keen to answer questions, and often give full and articulate responses. They enjoy listening to stories, know many by heart, and are very keen to join in by repeating phrases or taking part in the action as the main characters. They remember facts from previously read stories, and many predict what might happen next in a story. While many children have limited knowledge of letters when they start school, they quickly learn the sounds letters make and how to form them correctly. All rapidly gain a very firm grasp of some initial letters, and correctly identify them at the beginning of words. Some are also beginning to pick out the sound in the middle and at the end of words. Children are quickly broadening their vocabulary; for example, through a visit to the shops, children know terms such as 'bar codes', and confidently use words such as 'assistants' and 'receipts'. Children identify their names in print and many write their name.
82. The overall quality of teaching and learning is good. There is very careful and focused teaching of basic skills such as letter sounds and letter formation. Many imaginative activities are provided to develop these skills, which gain children's interest well in addition to ensuring that they make good progress. A television programme was used well during the inspection to reinforce what the children had been learning connected with the letter 's'. There is a good range of fiction and non-fiction reading material which children are encouraged to use, and they enjoy taking a book of their own choice home to read. Supplies of paper, pens, crayons and pencils are always available and children readily use them. Many meaningful situations develop early reading and writing skills well, such as when children read and write menus in the 'Ready, Steady, Cook' kitchen. Just occasionally, children with potential for higher attainment are not moved on quickly enough, for example in writing activities.

Mathematical development

83. Children, including those with special educational needs, make good progress in this area. Almost all are on course to achieve the expected standards at the end of the reception year and a good many are likely to exceed them. Work in number continues to be particularly strong. Children are beginning to use their understanding of numbers in real life situations. Most read and write numbers up to five, and many beyond five to ten. Higher attaining children write higher numbers up to 20. Children are beginning to use addition and subtraction orally. They have a good understanding of terms such as 'more than' and 'less than'. Children competently use geometric shapes to make models. They know the names of some two-dimensional shapes, such as 'square',

'circle', 'rectangle' and 'triangle'. Through play with sand and water, children have an early awareness of volume and capacity.

84. The overall quality of teaching and learning is good. First hand experiences and practical activities are used well to develop and reinforce learning. A visit to the shops to buy items was used well in the teaching of number and money. Items purchased were used to reinforce counting to six. For example, children were asked how many eggs remained in the box of six when one was taken away. Good use is made of number rhymes such as 'Five Currant Buns in a Baker's Shop' to reinforce learning. Similarly, effective use is made of stories such as 'The Shopping Basket' by John Burningham to develop children's awareness of numbers linked to real situations. Assessment of what children already know, understand and can do is used well in planning the next steps in their learning. Teaching assistants make notes of individual children's responses in lessons, so that the teachers can then address any difficulties or move children on as soon as they are ready.

Knowledge and understanding of the world

85. Most children enter the reception year with the basic general knowledge expected for their age. Teachers build on this well to broaden and deepen children's knowledge and understanding of the world in which we live. Children, including those with special educational needs or English as an additional language, make good progress in this area. Almost all are on course to achieve the expected standards in this area and a good proportion is likely to exceed these standards at the end of the reception year. Children name a range of different fruits and types of bread from this country as well as other countries and cultures. They know and describe, for example, melons, pears and mangoes using their senses of feel and smell. When using the water tray, children show a good understanding of boats that float and sink. They competently use a microscope to study the detail of minibeasts. Children have a good understanding of routes, for example moving toy cars along a route in the sand. They select materials and use tools safely to construct and build.
86. The overall quality of teaching and learning is good. Very good use is made of visits and visitors to enhance learning in this area. Regular visits to the local park, for example, help children note the changes throughout the seasons. The dentist, fire brigade and local nurse visit to talk about health and keeping safe. People from other cultural backgrounds are used well to broaden the children's understanding and appreciation of our multicultural society. Children are introduced to modern technology through robotic toys, a digital camera and computers. When computers are used effectively, learning is reinforced and skills of using the mouse and selecting items are developed well. However, sometimes children are not checked rigorously when working on the computers. When this happens, they do not always stay well enough involved and do not gain as much as they could from being on the computer. Good use is made of the home technology area. It is at such times when children make sandwiches with sausages and sauce that good use is made of cross-curricular links; for example, counting sausages and identifying 's' in the words.

Physical development

87. Children make good progress, including those with special educational needs or English as an additional language. Most are on course to achieve the expected standards at the end of the reception year, with a good proportion likely to exceed them. Good equipment, such as bikes and toy tractors on which children can ride, enhance the learning opportunities. In a physical education lesson, children developed throwing and

catching skills. They moved well about the hall, using the space effectively to run, jump and spring. Most children move with confidence, imagination and safety. They are developing manipulative skills and control of small tools well. They cut, paste and stick with good accuracy. When creating posters for their role-play shop, they worked carefully, sprinkling glitter and cutting materials. When making sandwiches, many showed accurate cutting skills using a plastic knife.

88. The overall quality of teaching and learning in this area is good. Children are given many effective opportunities to develop their skills in using small tools. Adults help children gain safe control of these finer movements through imaginative and stimulating activities. For example, children particularly enjoyed making small sweets for Divali. Effective use is made of the outdoor play area and equipment and also of the hall during physical education lessons, to develop bigger physical skills.

Creative development

89. Children make good progress in this area. Most are on course to achieve the standards expected nationally at the end of the reception year. A good proportion is likely to exceed these standards. Children successfully mix paint and know, for example, that red and yellow make orange. They produce a range of interesting work, such as making 'trees' using twigs and leaves collected on their visit to the park. They competently use fruit and vegetables to make interesting prints with paint. Children enjoy making music using a good range of untuned percussion instruments. They sing enthusiastically and know that shaking, scraping and beating instruments makes a range of sounds. They are learning the names of percussion instruments, including more unusual ones such as the agogo. Children sustain imaginative role-play well. They thoroughly enjoyed setting up their own shop and assumed the roles of the shopkeeper, manager in the office, and customers, with ease and accuracy.
90. The overall quality of teaching and learning is good. Teachers have high expectations of the standard of children's final pieces of work. Children respond well, taking great care and showing a real pride in what they are doing. Adults encourage children to develop their creativity and imagination by providing them with high quality role-play areas. Children were prepared well to set up a role-play shop through a worthwhile and imaginative visit to the supermarket. Adults make good decisions about when to directly support children in the development of their creative skills, and when to let them explore and discover for themselves.

ENGLISH

91. Pupils' results in the end of Year 6 National Curriculum tests in 2002 were below the national average. They were also below average when compared with the results achieved by schools with pupils from similar backgrounds. The results were below average because the percentage of pupils achieving a higher level than that expected of most Year 6 pupils was lower than found nationally and in similar schools. The results were also below average at the last inspection and have remained below average in almost all the intervening years. The present Year 6 entered Year 3 with higher attainment than last year's Year 6. The evidence from the inspection of pupils' school work is that standards, at this point in Year 6, are average, reflecting the pupils' better prior attainment.
92. Pupils make satisfactory progress overall as they move up from Year 3 to Year 6. This is confirmed by tracking the pupils who took the tests in 2002 from their end of Year 2 tests. However, this progress is not smooth. It is unsatisfactory in Years 4 and 5. Year 6

teachers have a lot to cover to make up for the lost ground in Years 4 and 5. The pupils with potential for higher attainment lose out most. Not all teachers in Years 4 and 5 are clear about the requirements of the National Literacy Strategy, and the standards pupils should be attaining. The planning of lessons does not help pupils to achieve as well as they could in these two year groups.

93. The National Curriculum tests for pupils at the end of Year 2 in 2002 were below the national average in reading and writing. Compared with the results achieved by schools with pupils from similar backgrounds, they were below average in reading and well below average in writing. The 2002 results were lower than at the last inspection and also lower than in most of the intervening years. However, the pupils in Year 2 last year had made satisfactory progress. The movement of pupils in and out of the school reduced the results of this particular year group, as a small group of lower attaining pupils entered the school. All groups of pupils in Years 1 and 2 are now making good progress. This is because of effective action taken to improve the teaching of English, particularly writing, in these year groups. The evidence from the inspection of pupils' school work is that standards, at this point in Year 2, are average overall with strong speaking and listening skills. However, overall reading and writing standards are not raised to above average because more than a quarter of pupils in Year 2 have learning difficulties in literacy.
94. Girls tend to do better than boys in the reading and writing tests in Year 2. In Year 6, boys and girls achieve equally well. There is no evidence of any significant variation in the rate of progress of boys and girls. However, in Years 1 and 2, teachers are mindful of the need for boys to catch up. There are some good examples of well-selected texts to interest boys in English lessons. Good support in lessons helps pupils with special educational needs to make effective progress. The very few pupils at an early stage of learning English also receive good targeted support. This helps the development of their basic English skills.
95. Standards in speaking and listening are above average in Year 2, and average in Year 6. In Years 1 and 2, pupils make good progress in their speaking and listening because of the good opportunities they are given to speak out in a variety of situations. Teachers in Years 1 and 2 choose texts that interest and stimulate pupils. As a result, pupils are keen to talk about them. Year 2 pupils express their opinions clearly, such as about a variety of poetry and discuss the poets' intentions. Pupils with special educational needs are helped by the teaching assistants to rehearse what they want to say, so that they too can participate well in the discussions. Where teachers really prompt and encourage older pupils to express their ideas, there is good evidence that their ability to discuss and debate topics is developing well. However, in some lessons, such as a poor Year 5 lesson, pupils are not encouraged to contribute and expand their ideas. Pupils in Year 6 are happier to talk together in small groups, especially when they are sure of what is required of them. This was seen in a religious education lesson when pupils prepared questions to ask a visitor from the Salvation Army.
96. Reading standards are average in Years 2 and 6. Year 2 pupils read a good number of books selected from a wide range of reading schemes. Higher attaining pupils are given suitably challenging texts. Pupils use their knowledge of letter sounds and word building skills well when reading unfamiliar words. Teachers and teaching assistants work well with small groups during literacy lessons to encourage pupils to talk about the texts and develop their understanding. As a result, pupils are confident to talk about books they enjoy and what they like about them. In Year 6, pupils analyse texts and have a good understanding of the main points and ideas within the text. Most pupils read books of the right level of difficulty for them and enjoy reading. However, in Year 5 reading skills

are not of the expected standard. Not all pupils in this year group have made enough progress from the levels they achieved at the end of Year 2. Year 2 pupils have a good understanding of how books are organised and know how the contents page is used. Those in Year 6 know how to use the school library classification system.

97. Writing standards are average in Years 2 and 6. Pupils in both year groups write for a satisfactory range of purposes. Higher attaining pupils in Year 2 build tension into their stories and show a good awareness of the reader. Pupils in Year 6 satisfactorily adapt their writing according to its intended purpose. General weaknesses across all the year groups are that spelling and punctuation are not consistently accurate, and pupils' handwriting is not consistently well formed. The very few pupils who are in the early stages of acquiring English are able to write a sustained adventure story, similar to their classmates, using their first language. A satisfactory amount of work is wordprocessed, but computers could be used more to support learning, especially for pupils to draft work.
98. Good initiatives in Year 3, as well as in Years 1 and 2, are improving the quality of pupils' written work. Pupils in these three year groups are taught for one day each week in classes based on their prior attainment, for writing lessons. As a result, the pupils in these year groups produce sustained pieces of writing, which are well developed and use interesting vocabulary. These good skills are not so well built on as pupils move through the school. In Year 5, pupils' writing is not developed to the level normally found at this age. Generally, across Years 4 and 5, pupils of higher ability are not given work that challenges them to widen their choice of vocabulary or allows them to write at greater length.
99. The overall quality of teaching and learning is good in Years 1 and 2, which is an improvement since the last inspection. There is also good teaching and learning in Year 3. In these year groups, teachers have a good knowledge of the National Literacy Strategy. Work is planned carefully so that it matches the needs of all pupils, including higher attaining pupils. Teaching assistants give good and skilled support to pupils with special educational needs, so that they make good progress towards the targets set for them. Additional support and advice are used well to help the very few pupils in the early stages of acquiring English. All teachers in these year groups have good relationships with their pupils. They give them the confidence to practise and consolidate their existing literacy skills and to develop them further. For example, one Year 2 teacher encouraged pupils in the introductory part of the lesson to 'Be bold' when correcting and adding commas to a piece of text. Lower attaining pupils developed their understanding of commas well as they incorporated the use of commas in a list in their 'Bonfire' poems. The pace of daily English lessons in Years 1 to 3 is good, so that the time pupils spend learning is maximised. At the same time, there is a good balance of activities within lessons. Teachers use questioning skills well to encourage pupils to think and analyse. Good attention is given to teaching letter sounds and pupils use these skills well. However, pupils are not always given enough help to spell new words correctly.
100. Teaching and learning in the lessons seen during the inspection were mainly satisfactory in Years 4, 5 and 6. However, the wider evidence of the work in pupils' books shows teaching and learning to be unsatisfactory in Years 4 and 5 over time. This is a decline since the last inspection. The main weakness in these two year groups is that work is not always suitably matched to pupils' differing needs. In particular, this prevents pupils with potential for higher attainment from achieving as well as they might. Worksheets are used as an end in themselves, and not as a way of practising skills that can then be used independently. Work in Year 5 is not developed to the level normally

expected for pupils of this age. There is firm evidence of pupils who attained broadly average standards at the end of Year 2 underachieving in Year 5.

101. When teachers are careful to provide work that meets the needs of all pupils, and gives challenge to those with potential for higher attainment, teaching is better. This was seen in a good lesson in one of the three Year 5 classes. In this lesson, pupils met the challenge to be 'creative, compelling writers' in producing a chronological account of the life of Henry VIII. In another good lesson in Year 6, pupils produced imaginative poetry, considering carefully their choice of verbs. Questioning which ensures that all pupils are prompted to respond, so as to promote discussion and extend learning, is not always used well enough. This slows the pace of lessons as happened in the Year 6 lessons seen.
102. Throughout the school, marking is satisfactory and provides helpful comments for pupils to improve their work. However, there is insufficient evidence of pupils being encouraged to review their work and redraft it so as to improve spelling and punctuation. There is no consistent approach to the teaching of handwriting, so that in Year 5 pupils still mainly write with a pencil and often do not join their letters.
103. The leadership and management of English is shared by two co-ordinators and is good overall. This is better than at the last inspection when there was no identified co-ordinator. The co-ordinators have some time out of their classes to check teaching, so as to identify the strengths and weaknesses. Pupils' achievements are well assessed and analysed, which is an improvement since the last inspection. There is good leadership evident in the action taken to rectify areas identified as needing improvement. The initiatives in Years 1 and 2 for developing extended writing skills are proving effective and have been extended to Year 3. Various initiatives have been put in place to put right the unsatisfactory progress in Years 4 and 5. Help has been sought from the local education authority literacy consultant to support teachers with their planning. The co-ordinators have started to put together a portfolio of work to help teachers set work at the correct level.
104. Assessment information is used well by some teachers to set class objectives, but this is not consistent across the school. Overall, a more rigorous and consistent approach is required for the teaching of spelling and handwriting skills. Action is also required to ensure that focused guided reading is taking place regularly. Work in English makes a satisfactory contribution to pupils' spiritual, moral social and cultural development. Pupils gain real pleasure from the poetry they study and the use of imaginative language. Older pupils write about people from other historical periods and are able to empathise with the feelings of others. Stories and poetry from other cultural traditions form part of the English curriculum. Teachers provide many opportunities for pupils to work together and help each other. The development of literacy skills in other subjects is adequate overall, but not enough opportunities are provided in subjects such as history.

MATHEMATICS

105. Pupils' results in the National Curriculum tests at the end of Year 6 in 2002 were below the national average. They were also below average when compared with the results achieved by schools with pupils from similar backgrounds. They were below average because not enough pupils reached a higher level than that expected of most Year 6 pupils nationally. The results at the last inspection were broadly average, although they have been consistently below and often well below the national average in the intervening years. By tracking pupils in last year's Year 6 from their end of Year 2 test results, it can be seen that they made satisfactory progress from the start of Year 3 to

the end of Year 6. Pupils now in Years 3 to 6, including those with special educational needs or English as an additional language, are making satisfactory progress overall. The pupils presently in Year 6 had better results at the end of Year 2 than those in last year's Year 6. This is reflected in the standards at this point in Year 6, which are better and are average overall.

106. In the National Curriculum tests at the end of Year 2, pupils' results in 2002 were below the national average. They were well below average when compared with the results achieved by schools with pupils from similar backgrounds. The 2002 results were lower than at the last inspection. The movement of pupils in and out of the school between the reception year and the end of Year 2 adversely affected the 2002 Year 2 results. The evidence from the inspection of pupils' school work is that standards, at this point in Year 2, are average. Pupils in Years 1 and 2, including those with special educational needs or English as an additional language, are making satisfactory progress.
107. Boys tend to do better than girls in the tests at the end of Year 6. There is no significant evidence, however, that boys make better progress over time. Although boys did better than girls in the Year 2 tests in 2002, this is not an ongoing trend.
108. Pupils in Year 2 are beginning to recognise odd and even numbers and confidently count on in twos or fives when adding to a two-digit number. They have a satisfactory understanding of place value, and most successfully sequence numbers up to 100. Higher attaining pupils order numbers from 100 up to 500 in mental numeracy work, use doubling and halving, and are beginning to explain their mental strategies when solving problems. All pupils are starting to use the correct mathematical language when explaining their working. Nearly all use the correct mathematical names for common two-dimensional shapes, identify some three-dimensional ones, and use standard units of measurement. Most have the understanding of time normally expected at this age. A small number of pupils still have difficulty in writing some numbers the correct way.
109. In Year 6, most pupils have a satisfactory knowledge of place value, understand the relationship between multiplication and division, and multiply numbers by 10 and 100. Higher attaining pupils divide numbers by 10 and 100. Nearly all pupils explain their method of working in solving mental numeracy problems. Pupils with special educational needs mentally recall the two, three, five and ten times tables, but they need support to work out the associated division facts as would be expected. Most pupils convert improper fractions to mixed numbers and vice versa, and order decimals. In their work on shape, space and measures, most calculate areas of complex shapes by converting them into rectangles using given dimensions. Most pupils' work with three-dimensional shapes, such as cubes, is at the expected level for their age. In work on data handling, pupils collect separate data and use a frequency table to record it; for example, in work linked to history and the length of reign of various kings and queens. Computers are used well in this aspect of mathematics.
110. The overall quality of teaching and learning is satisfactory throughout the school, although there are instances of good teaching and learning, particularly in Years 1, 2 and 6. Overall, teaching and learning are not quite as good as they were found to be at the last inspection, particularly in Years 3 to 5. In Years 1, 2 and 6 the highest attaining pupils are challenged well in their mathematics lessons. Pupils with special educational needs and English as an additional language receive extra support during mathematics lessons to help them to progress at the same rate as other pupils in their classes and in line with their abilities. Nearly all teachers' knowledge and understanding of mathematics, and teaching of basic numeracy skills, is at least satisfactory. This is due

partly to the successful use of the National Numeracy Strategy. The management of pupils in most classes during mathematics lessons is also good. Time, support staff and resources are used well, overall, in Years 1, 2 and 6, but less so in other year groups. The quality and use of ongoing assessment is generally good in Years 1, 2 and 6.

111. Throughout the school, teachers share the purpose of the lesson with pupils at the outset and use the time at the end appropriately to ascertain what pupils have learned. In a good Year 1 lesson, the teacher led the mental numeracy session by encouraging pupils to describe the properties of various two-dimensional shapes for the rest of the class to identify. This introduced a good pace and challenge into the lesson to ensure a good rate of pupils' learning. Later activities were matched well to the range of pupils' needs and so they made good progress. In an effective Year 2 lesson, pupils were counting in twos, fives and tens. The teacher dropped coins into a mug for pupils to call out the total when she had finished. High expectations for pupils' performance was evident by skilful, challenging questioning, "You heard 12 two pence coins being dropped into the mug, how much is that altogether?" This activity gained pupils' interest and concentration, leading to a good development of their counting on skills. In the good lessons seen in Year 6, the mental introductions were fast and teachers had high expectations for pupils' performance. Work prepared for three levels of prior attainment helped pupils to learn effectively.
112. In the Years 3 and 4 lessons observed planning was effective. Questioning successfully involved all pupils, including those with special educational needs. However, some lessons were rather slow paced and lacking in challenge, especially during the mental activity and opportunities were missed for pupils to explain their methods of working. Teachers in Year 5 start their lessons well. In one Year 5 lesson the mental activity was timed in order to introduce a good pace. Generally, the work is satisfactorily related to previous work and teachers use questioning to check what pupils already know. However, the pace of learning slows during the main activities when there is not such a clear teacher-led focus to the work.
113. Most work throughout the school is satisfactorily presented and regularly marked. However, few teachers provide comments to support and improve pupils' learning when they have made mistakes. There is some variation in the quality of pupils' presentation and teachers' marking in Years 4 and 5, which is not as good overall as in other year groups. Homework throughout the school is well linked to the work in lessons. There is some use of numeracy and mathematics in subjects such as geography, science, history and information and communication technology, but this is not fully established across the school. Computers are used to support mathematics topics. However, as at the last inspection, there is inconsistency between classes in the amount they are used.
114. The leadership and management of mathematics are satisfactory overall, with some good features. Two co-ordinators offer clear educational direction for the subject. One morning each week release from classroom duties has given them the opportunity to check the quality of teaching and learning throughout the school. However, this checking does not always identify teachers who need support to be more effective, for instance in Years 4 and 5. To improve the teaching of mathematics, the school has received support from the local education authority and two newly qualified teachers are due to participate in a mathematics course in the near future.
115. Pupils are assessed through national tests at the end of Years 2 and 6, and optional tests at the end of other year groups. There is successful tracking of pupils' attainment and progress throughout the school in mathematics, which is an improvement since the

last inspection. This has allowed the co-ordinators to identify trends in pupils' performance, for example variations in boys' and girls' results, so that meaningful targets are set. However, not all teachers use information from assessment well enough to ensure that work is matched to pupils' differing needs, particularly those of pupils with potential for higher attainment.

SCIENCE

116. Pupils' results in the National Curriculum tests at the end of Year 6 in 2002 were well below the national average. Pupils' performance was also well below average when compared with the results achieved by schools with pupils from similar backgrounds. The results at the last inspection were below the national average and they have remained consistently below or well below average since then, with a downward trend over the last two years. This is an unsatisfactory situation. The evidence from the inspection of pupils' school work is that standards are below average at this point in Year 6. This is because the proportion of pupils achieving at a higher level than expected for their age is lower than nationally. While the overall progress of pupils, including those with special educational needs or English as an additional language, is satisfactory from Year 3 to Year 6, it is relatively weaker in Year 5. If pupils are to match the achievements of those in other schools nationally, this progress needs to be accelerated, especially for those pupils with potential for higher attainment who are underachieving. It was also the case at the last inspection that some pupils with potential for higher attainment were not having their needs met well enough. As in English, teachers in Year 6 have a lot to cover to compensate for earlier slower progress. Boys tend to do better than girls in the tests, but there is no significant evidence of boys making better progress over time.
117. In 2002, teachers assessed pupils' performance in science in Year 2 as below average. The evidence from the inspection of pupils' school work is that standards are average at this point in Year 2. All groups of pupils in Years 1 and 2, including those with special educational needs or English as an additional language, are making satisfactory progress. As in Years 3 to 6, there is no evidence of any significant difference in the rate of progress of boys and girls. Although still requiring improvement, progress from Year 1 to Year 6 is better this school year and is satisfactory overall. This is a result of the implementation of a new long-term plan of the work to be covered as pupils move up through the school. This long-term plan, which was put in place during last school year, gives greater emphasis to scientific enquiry.
118. Pupils in Year 2 are developing skills of scientific enquiry at the right level for their age. They have set up an investigation into how much water bulbs need in order to grow in different conditions. They are also gaining a satisfactory knowledge and understanding across the areas of study required by the National Curriculum. As part of their work on life processes and living things, pupils are aware of the importance of a balanced diet as part of a healthy lifestyle. They discuss the need for the right types and amounts of food required to keep humans healthy. Many identify proteins, carbohydrates and minerals. They present their findings as a class in tally charts and in their own pie graphs. Pupils also have the expected understanding for their age of the main external parts of the human body, through a topic on 'Ourselves' undertaken in Year 1. Pupils have produced a detailed drawing of the eye, and are aware of our senses. While most pupils are achieving at the level expected for their age, few pupils are working at a higher level.
119. Year 6 pupils are developing a good grasp of the fundamental principles of scientific enquiry because this area of science is now taught well in Year 6. In their work on materials and their properties, for example, they have successfully set up an

investigation into the rate at which different size grains of sugar dissolve. They have written up a thorough enquiry, recording their findings in detail and drawing appropriate conclusions. Pupils' work on air resistance shows a good understanding of the need to alter only one variable when conducting an investigation. Most pupils use correct scientific language, for example 'upthrust' in relation to air resistance. Pupils' knowledge and understanding across all the areas required for study by the National Curriculum is satisfactory in relation to the expectations for their age, but few have a more advanced understanding than that required of most Year 6 pupils.

120. The overall quality of teaching and learning in Years 1 to 6 is satisfactory, as it was at the last inspection. Some instances of good teaching and learning were seen during the inspection, with one lesson in which teaching and learning were very good in one Year 6 class. While scientific investigation is explored well in Year 6, this is not the case in all year groups. Standards in this important area of science are below average in Year 5 where teaching is weaker. While progress in scientific investigation is satisfactory in most year groups, with pupils approaching a satisfactory level of knowledge, the standard of teaching in Year 6 sets a strong example for others to achieve.
121. Although teaching and learning were satisfactory overall in a Year 5 lesson seen, pupils investigating factors that determine how fabrics dry out showed unsatisfactory knowledge of what makes a test fair. They had difficulty understanding that only one variable should be used, because the initial explanation had not been clear enough. In work undertaken on physical processes in a study of the sun, earth and moon, Year 5 pupils made barely satisfactory progress. The emphasis on pupils copying information on the phases of the moon in this topic did not support learning adequately. Pupils were not challenged to find out or to think for themselves. An investigation into shadows and the movement of the earth round the sun was satisfactory. In this particular activity pupils with potential for higher attainment were able to give more thorough explanations. However, other aspects of challenge are needed for this group of pupils in Year 5.
122. In a satisfactory lesson in Year 4, pupils investigated the changes in temperature over a period of time in two sets of three containers of icy, warm and hot water. Where temperatures varied, there was no consistent method proposed for deciding the measurement to be recorded. This reduced the effectiveness of the investigation. Associated worksheet activities reinforced the learning, but did not develop it further. In a similar lesson that was taught well in another Year 4 class, pupils were able to explain their work thoroughly and had a good grasp of how to use thermometers accurately. In this class, the investigation was set up more effectively to promote skills of scientific enquiry. The use of questioning and discussion promoted learning in a more focused way as well, encouraging pupils to think for themselves and to draw conclusions.
123. In a good Year 3 lesson pupils were able to classify and compare rocks using scientific words introduced by the teacher. Effective questioning in this lesson helped pupils to identify the best ways of contrasting and classifying. The teaching assistant was well briefed and made a strong contribution to the learning of a group of lower attaining pupils, including some with special educational needs. Higher attaining pupils, in a good further activity, identified igneous, metamorphic and sedimentary rocks. Teachers in Years 1 and 2 focus clearly on what they want pupils to learn and activities are selected well to achieve the teachers' intentions. There is little additional challenge, however, for pupils who could be moved on at a faster pace in their learning in order to achieve higher standards.
124. There is some use of computers in science lessons. However, this is not fully established, for example for recording investigations. Work in science contributes

satisfactorily to the development of pupils' literacy and numeracy skills. In Year 6, pupils wrote a set of instructions for carrying out a fair test. They then went on to find the average measurements, working to two decimal places. In a Year 2 class, pupils used tally charts when carrying out a survey of favourite foods. They also interpreted the data using a computer program.

125. The co-ordinators are keen to move the subject on. However, they are not given enough time to check the teaching of the subject, and have not had guidance on how to do this to raise standards. There are examples of good and even very good teaching but this is not used to develop other teachers' skills. The coverage of the science curriculum is not complete in all year groups. While science is included as an area on the school development plan, it has not been a main school focus in recent years, which is a concern given the standards at the end of Year 6. The school acknowledges that more work is needed in developing more comprehensive assessment procedures and in using assessment in planning work. In particular, this is required to ensure that pupils with potential for higher attainment are challenged well enough.

ART AND DESIGN

126. The standard of pupils' work in art and design is above that expected nationally in Years 2 and 6. Pupils, including those with special educational needs or English as an additional language, make good progress as they move up from Year 1 to Year 6. A broad range of activities cover work in two and three-dimensions, linking to and inspired by work from different cultures, times and places. Since the last inspection, there has been improvement in the standards achieved by pupils and in their overall progress, particularly in Years 1 and 2.
127. Pupils in Year 2 successfully use the school environment to investigate pattern. This work, explored initially in their sketchbooks, is used as the inspiration for printing patterns using a variety of natural and manmade objects. For the most part, these prints reflect back to the pattern in the school environment. Some higher attaining pupils have shown initiative in going beyond this, using their own imaginative ideas. Further work in this project involved pupils successfully using an art program on the computers, developing new patterns and designs. In this activity, pupils' art is linked to the work of Mondrian and Jackson Pollock. Pupils show a good understanding for their age of the work of such artists. Pupils have also competently produced their own simple landscape drawings on the computer. These drawings show good attention to detail and good colour matching. Pupils have good skills in using paint. This is seen, for example, in Year 1 pupils' lively paintings with good detail of members of their families.
128. Year 6 pupils achieve good standards in three-dimensional work as well as having good skills in using a variety of materials in two dimensions. Linked to a history project on Ancient Egypt, pupils have successfully created a wide range of headdresses and masks. Pupils competently added further effects using collage materials, such as coloured foil paper, feathers and beads. A Year 5 display, inspired by a talk on environmental issues, effectively used ideas from Aboriginal art for collages, using beans and seeds. Year 5 displays show detailed observational studies using pastels in compositions of a model boat and various shells and artefacts. Another display from Summer 2002 includes good quality attractive and vibrant batik work where older pupils had worked with a visiting artist. The use of different techniques and ideas from other cultures enhances pupils' work.
129. The overall quality of teaching and learning is good in Years 1 to 6. This is an improvement since the last inspection in Years 1 and 2 and a maintenance of the good

situation found at that time in Years 3 to 6. Teachers sensitively encourage pupils' creativity, helping them to achieve well. This was seen, for example, in the Year 2 work on pattern. Pupils wishing to do so were supported in going beyond the original brief. The help of teachers and teaching assistants with practical ideas, as well as the stimulating task set, resulted in pupils working in an atmosphere of great industry on this project. Pupils showed considerable organisation and independence for their age.

130. Sketchbooks used by pupils in Years 3 to 6 show good progress. However, fuller coverage of the areas explored is required to move learning on even more effectively. Some effective use is made of the sketchbooks, as in Year 4. Pupils in Year 4 have experimented with a variety of mark making, extending it through different materials and into colour. They use the correct language to describe the processes used.
131. The school is committed to a broad art and design curriculum, using art and design to communicate feelings, and this is evident in work pupils have undertaken on the theme of dreams. A thematic approach helps pupils to develop ideas through a variety of stages to the final outcomes of their work. Year 3 pupils, for example, have investigated pattern and shape in a series of block prints. They first created the blocks from different weights of card and then used a range of colour. This work is attractively displayed in folders. As at the last inspection, teachers give pupils' work extra value through carefully displaying it. The work on display throughout the school shows that teachers have suitably high expectations of the standards that all pupils are capable of attaining. Pupils respond well to these expectations. There is some good use of computers to support pupils' learning in art and design.
132. The co-ordinators have a firm understanding of the place of art and design in the curriculum and are anxious to develop this further while fully supporting their colleagues. Their overall leadership and management of the subject is good. The co-ordinators have ensured a high profile is given to art and design in the school. Hence, the improved provision since the last inspection and the good standards achieved by pupils of all ages. However, the subject lacks an established proper assessment system or a school folder of work to guide teachers further in setting work. In this particular area there has been a lack of improvement since the last inspection. While there is some use of visiting artists, pupils do not have enough opportunities to see artists' work in other settings.

DESIGN AND TECHNOLOGY

133. The standard of pupils' work in design and technology is above that expected nationally in Years 2 and 6. This is an improvement since the last inspection. All groups of pupils, including those with special educational needs or English as an additional language, make good progress as they move up from Year 1 to Year 6.
134. Pupils in Year 2 have a good understanding for their age of designing for a purpose. In their project on making model cars, they successfully analyse the way a car is constructed, classify a wide variety of vehicles, and then design and plan what to do. When planning, they take good account of measurement and materials. Pupils have good skills in joining various parts of a model. They chose from a variety of methods of designing and affixing the axles and wheels. Pupils' level of planning, labeling, illustrating and evaluating is above that usually found at this age. In a Year 1 lesson combining geography and aspects of design and technology, pupils competently cut out and stuck in designs for bedrooms in a house.
135. Pupils in Year 6 also have a good understanding for their age of the full designing,

making and evaluating process central to work in design and technology. At the time of the inspection, they were starting a project to examine different styles of slippers and design their own. The thorough planning for this involves pupils in bringing in a range of slippers to examine and in some cases disassembling them. This is a detailed project planned to last seven weeks. Photographic evidence of work completed by last year's Year 6 pupils shows the high expectations involved in this work and the good standards achieved as a result. In a good Year 5 lesson, the second of a series, pupils competently analysed the appearance, taste, texture and usage of a wide variety of different breads from around the world. Year 4 pupils examining and designing money containers have made detailed plans with notes for methods of construction.

136. The overall quality of teaching and learning is good throughout Years 1 to 6, which is an improvement since the last inspection. Teachers have a good understanding of the designing, making and evaluating process. They develop pupils' skills in all aspects of the process well through careful teaching of skills and the provision of imaginative projects. These projects capture pupils' interest and motivate them to do well. Projects are well resourced to effectively support pupils' learning. In Year 3, for example, pupils have begun work on the designing and making of packages. A wide variety of packages, including small cereal boxes and food cartons, have been brought in, disassembled and drawn. This has helped pupils to investigate how they are made. Pupils were well prepared for this by having used construction toys to investigate the number of ways a net for a box can be made. All these activities were undertaken before pupils embarked on the first stages of designing and making their own package. Attention to detail and thorough planning by teachers helped pupils to make a good start on this project. This is typical of how teachers work in this subject, with better attention than at the last inspection to activities such as disassembling products to see how they are made.
137. Throughout the school, teachers have suitably high expectations of the standards pupils are capable of achieving in design and technology. Pupils respond well to these and try hard with their projects, achieving good results. There is some use of computers and other new technology to support pupils' learning. However, this is not fully established in all classes.
138. The co-ordinators for design and technology promote learning in this subject enthusiastically. They lead and manage it well and have ensured the good development of the subject since the last inspection. There has been school-based training for teachers within the last year to further enhance the quality of provision. The subject has a good profile and a very secure place in the curriculum. Higher attaining pupils in Year 6 are able to join the engineering club, which involves very good levels of design and technology. Useful assessment sheets are available for all units of work, which is an improvement since the last inspection. The use of these is not fully established, however, in planning work to meet pupils' specific needs.

GEOGRAPHY

139. The standard of pupils' work in geography is as expected nationally in Years 2 and 6, as it was at the last inspection. Pupils, including those with special educational needs or English as an additional language, make satisfactory progress as they move up from Year 1 to Year 6. No geography lessons were seen in Years 3 to 6 during the inspection. The judgements on Years 3 to 6 have been made on pupils' work related to geography undertaken in other subjects, and also from looking at teachers' planning and discussions with the subject co-ordinator. No geography is being taught this term in Years 3 to 6 but there is evidence of geographical skills being used in other subjects.

However, it is not good practice to have such long gaps in pupils' experiences of geography.

140. Year 2 pupils have a satisfactory knowledge of local places. Their fieldwork skills are developed during investigations of the school grounds and the area outside the school gates. Pupils undertake surveys, for example using mathematical and computer skills well to make bar graphs with a colour-coded key to show how pupils travel to school. Pupils have used a digital camera to photograph various locations and printed pictures on a clearly labelled map of the area. Pupils successfully make judgements about the local area and list what they like and dislike about it. Those who are higher attaining successfully write about how they would improve facilities. Pupils in Year 1 develop a sense of place related to their own lives. This is seen, for example, when they plan, draw and label items on a plan of their bedroom to stick into their 'house book'.
141. In Year 6, pupils study seasonal rainfall, desert terrain and settlement patterns as part of their work on ancient Egypt, developing the level of understanding expected at this age. Pupils in Years 3 to 6 satisfactorily develop their skills in using maps both in geography and in other subjects. Year 3 pupils locate countries, continents and oceans on a world map and can identify direction using the points of the compass. History and religious education topics involve use of map work to identify places. The Green Light Trust visits pupils in Years 5 and 6 to talk about rainforests.
142. The overall quality of teaching and learning is satisfactory in Years 1 to 6, maintaining the situation found at the last inspection. Teachers provide pupils with a suitable range of experiences to adequately develop their geographical knowledge, understanding and skills as they move up through the school. Teaching recognises the way places fit into a wider geographical context and promotes the use of mathematical skills. The learning opportunities also develop skills in using computers and other new technology. This is evident, for example, when pupils in Year 6 record all the fax messages received by the school on spreadsheets. There are plans to study a contrasting locality in the United Kingdom via an Internet link to a school with the same name, although this is not in place at present.
143. There are examples of good presentation and helpful marking in some Years 1 and 2 classes. However, a scrutiny of pupils' work shows that these high standards and good practice are not developed consistently. Now that the school has single age classes in Years 3 to 6, the school is reviewing its provision for geography in order to develop geographical knowledge, skills and understanding more consistently.
144. The leadership and management of geography are satisfactory overall, which is an improvement since the last inspection. The co-ordinator has overseen the introduction of a new scheme of work and has surveyed staff to assess their need for resources. As a result, there has been some improvement in the resources to support teaching and learning in geography, and in this respect the picture is better than at the last inspection. A second co-ordinator has been appointed recently. There are no whole-school systems for assessing pupils' progress or evaluating the quality of teaching and learning in lessons. There are some variations in how well teachers plan work that encourages pupils to use their geographical skills and this influences the standards achieved in different classes. Without effective checking of what happens in lessons, the co-ordinator is restricted in how well teaching can be developed further. The lack of whole-school assessment procedures prevents teachers from more effectively planning work to meet the range of pupils' needs in their classes. This area was also identified as requiring improvement at the last inspection, and not enough action has been taken on it.

HISTORY

145. The standard of pupils' work in history is as expected nationally in Years 2 and 6, as it was at the last inspection. Pupils, including those with special educational needs or English as an additional language, make steadily satisfactory progress in Years 1 and 2. However, progress is not steady as pupils move up from Year 3 to Year 6 because teaching is unsatisfactory in Years 4 and 5. This results in unsatisfactory progress in these two year groups. As in English, and to a lesser extent in science, this leaves Year 6 teachers with lost ground to make up. A new long-term plan of work to be covered as pupils move up through the school has been implemented, as recommended at the last inspection. However, pupils' experience of how history is interpreted is still a less developed area of their work than building factual knowledge.
146. Pupils in Year 2 have developed their knowledge and understanding of the lives of people in the past through a study of their own families and homes. They paint portraits of family members to place above timelines showing three generations. Pupils use correct vocabulary such as 'oldest' and 'youngest', 'then' and 'now', and 'new' and 'old' to give a context for change. After watching a video about life in a kitchen at the turn of the century, pupils in Year 1 recognise how utensils have changed. Higher attaining pupils match additional items from the past and present that were not seen on the video. They explain how, for example, a mangle pre-dates a washing machine. Overall, pupils have a satisfactory awareness of chronology for their age.
147. The focus of work in Year 6 places greater emphasis on opportunities for pupils to develop their skills as young researchers. Pupils are encouraged to work in pairs and groups to find out about life in Ancient Egypt from a variety of sources, including artefacts, pictures, videos, books and the Internet. The pupils in Year 6 develop their enquiry skills well and also build a secure body of knowledge of life in Ancient Egypt. The weaknesses in pupils' progress in Years 4 and 5 result in a more restricted knowledge and understanding of some periods in history, such as the Ancient Greeks, than is normally expected at this age.
148. The overall quality of teaching and learning is satisfactory in Years 1 to 6. However, it is unsatisfactory overall in Years 4 and 5. Instances of good teaching were seen in one Year 3 class and in one Year 5 class. An unsatisfactory lesson was observed in one Year 4 class. The wider evidence from a scrutiny of pupils' work clearly shows the weaknesses in teaching and learning in Years 4 and 5. The overall quality of teaching and learning is much the same as at the last inspection although the situation in Years 4 and 5 is a decline. Teachers in Years 1 and 2 have secure subject knowledge. They provide work and ask questions that successfully develop pupils' knowledge and understanding at the level expected for their age. Resources such as videos are used to help bring history alive, for example by giving a 'real' glimpse of a Victorian kitchen.
149. Good teaching in Year 3 introduces pupils to the vocabulary associated with historical enquiry. All groups of pupils, including those with special educational needs, are supported well and helped to write independently on historical topics. Average and higher attaining pupils write in more detail and, because their work is linked to clear questions, they attempt to form an opinion in their answer. For example, they suggest reasons why Boudicca drank poison and some write about her defeat as if they were her, successfully empathising with her. Their understanding of social order in society develops well. They make comparisons between the Celts and Romans, list reasons why one army's soldiers were better than the other's and make connections with things such as hot water and heating that we use today.

150. Through their investigation of the ancient Greeks, pupils in Year 4 develop satisfactory knowledge of some events and people studied. However, opportunities to develop historical enquiry skills are restricted because teachers tend to provide information for pupils to copy. They do not give pupils enough opportunities to find out for themselves. There is an over-reliance on low level tasks, such as colouring in worksheets and drawing pictures. These limit opportunities for all pupils, but especially for those who are potentially higher attaining. Expectations of the standards pupils are capable of attaining are too low.
151. Good teaching in a lesson in Year 5 set high expectations of pupils. Pupils made careful observations of 'Bermondsey Fete' and could relate the activities of different groups of people to life in Tudor times. Discrete adult support enabled pupils with special educational needs to rehearse their answers so that their views could be shared with the class. 'Open ended' questions challenged higher attaining pupils to record differences between the rich and the poor in the picture. However, the standard of work observed in this lesson is not found in pupils' recorded work. There are significant variations in the depth of study and presentation of work across the year. Opportunities to measure the impact of historical change are not taken even when a worksheet indicates that comparisons can be made. This again indicates that expectations of the standards pupils are capable of attaining are not high enough in this year group, as teachers do not challenge pupils to think more deeply.
152. The school has good provision for reference books to support pupils' learning in all the topics studied, and has improved its collection of artefacts since the last inspection. It also uses resource boxes from the county library service. Opportunities for drama and role-play are provided when a person in role as a Viking visits the school. Satisfactory use is made of computers to support pupils' learning in history, although this is not consistent throughout the school.
153. Leadership and management of history have improved since the last inspection and are now satisfactory overall. The co-ordinator has drawn up new long-term plans of work and liaises closely with the recently appointed second co-ordinator. She has not had the opportunity to check the quality of teaching and learning in lessons to eliminate inconsistencies in the rate at which pupils learn in Years 4 and 5.

INFORMATION AND COMMUNICATION TECHNOLOGY

154. Standards in information and communication technology are as expected nationally in Years 2 and 6. In both year groups there are examples of pupils attaining at a higher level than expected for their age. Pupils, including those with special educational needs or English as an additional language, make satisfactory progress as they move up from Year 1 to Year 6. Progress is now much more consistent than at the last inspection because the subject has a higher profile in the school and there has been a big improvement in resources, especially computers.
155. Year 2 pupils use computers confidently to generate and communicate ideas in various forms, for example, simple text, tables and pictures. They retrieve and store work with help, although some higher attaining pupils are able to achieve this unassisted. When using a paint program, linked to their work on fireworks, they successfully change background colours and produce pictures using a range of on-screen tools. Pupils ably use the 'mouse' control to move objects on the screen. This is seen, for example, when they use a computer jigsaw to build the various components of a flower and label them, linking their information and communication technology work with science. Higher

attaining pupils have worked with a partner to reproduce a class graph. They have used digital cameras, with support, to link to a geography topic on 'Our Local Area' and for the science topic on 'Vehicles'.

156. In Year 6, most pupils have a secure knowledge of wordprocessing techniques and these skills are often successfully used in their written work in English and history. Pupils combine text with pictures and tables and use their computing skills to present a range of survey sheets appertaining to a healthy eating survey. Pupils have a secure knowledge of using CD-Rom to search for information about their history, geography and religious education topics. A good knowledge of spreadsheets has helped most pupils to undertake and analyse surveys, for instance in their mathematics work on finding the average of a group of collected numbers. This knowledge and understanding has also resulted in the formulation of text and a coloured graph to illustrate the relationship between height, weight and foot length of members of the class. Some pupils have used a commercial program to design and present pictures, sound and text for a personal topic entitled, 'Big Cats', when they combine moving pictures and sound on the computer. Nearly all pupils confidently use the correct terminology and recognise that not enough information results in inaccurate results.
157. The overall quality of teaching and learning is satisfactory throughout Years 1 to 6. The scrutiny of pupils' work shows evidence of some good teaching and learning as well as supporting a picture of securely satisfactory teaching throughout the school. Two lessons only were observed, one in Year 2 and one in Year 4. Planning for information and communication technology has been carefully developed to ensure all skills are taught at the right level for each year group. Most teachers have secure subject knowledge, due to satisfactory training. This results in pupils making securely satisfactory progress in essential basic skills.
158. In a Year 2 lesson observed, the content was well linked to art and design and pupils' topic in literacy on fireworks. The whole class were initially taught in the computer room and then the class was divided so that one group worked with the teaching assistant on the computers located close to the Year 1 and 2 classrooms, while the other group remained in the computer room. The overhead screen was used well to indicate to pupils the tools that were to be used to produce their pictures. A Year 4 lesson was carried out in the classroom prior to 'hands on' work in the computer room in the following lesson. The clear purpose of the lesson, to introduce pupils to the use of 'Spell Check' on the computer, was shared with pupils and easily understood. An uncorrected piece of text was used to illustrate the way that the program identified and corrected spelling and grammatical mistakes. Pupils applied themselves to the lesson well, but a small number already knew about the process from their home computers.
159. The leadership and management of information and communication technology are good. Both subject co-ordinators are well qualified and enthusiastic and are taking the subject forward at a good pace. They offer good educational direction for the subject to the school staff. The school has made very effective use of the support provided by the local education authority's consultant to improve the quality of its provision in this subject. New computers and programs have been purchased and the school is linked to the Internet with the intention of being linked to Broadband in the near future. All staff, including teaching assistants, have received training in the use of programs. Both co-ordinators have also organised additional training for staff.
160. Resources for the subject are very good. The school has a computer room and an area equipped with computers close to the Year 1 and 2 classrooms. Additionally, there is at least one computer in each classroom. This has resulted in a ratio of one computer for

every eleven pupils throughout the school, which is better than the national average. Digital cameras, overhead projectors and laptop computers are also used well to provide teachers and pupils with equipment and apparatus to extend the scope of teaching and learning in the subject. A part-time technician provides invaluable help both technically and to give teachers confidence when teaching the subject. The long-term plan of work and assessment procedures are satisfactorily based on national guidelines. The provision in this subject has improved well since the last inspection. Computers are used to support pupils' learning in other subjects, but there is some inconsistency across subjects and classes in how much they are used.

MUSIC

161. The standard of pupils' work in music is as expected nationally in Year 6. As no lessons were seen in Year 2, there is no judgement for standards in Year 2. However, pupils in Year 1 were seen to be working at the level expected for their age. Progress is satisfactory for all groups of pupils, including those with special educational needs or English as an additional language. Pupils throughout the school sing well in unison, listening to each others' contributions. They work well as a group to improve the quality of the singing. A Year 5 class enjoyed singing a French song as a round. They were very proud when they succeeded in singing it divided into four groups, with another group providing a repeating rhythmic accompaniment using their voices. Pupils kept their parts accurately, pitching notes and singing in tune.
162. Year 1 pupils understand tempo and identify how the speed of pieces of music can affect the mood. They successfully use a range of untuned percussion instruments to accompany their work. By the time they reach Year 6, pupils understand and explain a range of musical terms including 'duration', 'dynamics' and 'timbre'. Some pupils are skilful at identifying different rhythms within played pieces of music. This includes some of the more complicated rhythms appearing in Asian music. Pupils are also aware of the different length of single notes and use the correct names for them. Pupils successfully compose, for instance Year 4 and 5 pupils have written short pieces using the pentatonic scale. Those in Year 4 have written dragon songs and Year 5 pupils have composed rain forest music using untuned percussion instruments. However, skills in the written recording of compositions are less well developed. This was also a relative weakness at the last inspection.
163. The overall quality of teaching and learning is satisfactory throughout Years 1 to 6, as it was at the last inspection. Where teachers are more confident in their own knowledge and skills, pupils' learning is improved. Teaching is most effective in supporting pupils' learning when explanations are unambiguous and where work can be demonstrated clearly. Other adults present in lessons are used well to support learning and ensure pupils can achieve success in what they are doing and remain fully involved. When Year 5 pupils sang a round in four parts, the teaching assistant worked hard at supporting the less confident groups to ensure they kept their part well.
164. Teachers do not always use their knowledge of pupils' differing ability to vary the tasks effectively. Often higher attaining pupils are not sufficiently challenged to work at a more demanding level. They have few opportunities to work independently on musical activities. This is largely because assessment procedures are not well enough established for teachers to use effectively when planning the work for their classes. Teaching is more successful when tasks motivate pupils and are appropriately challenging. Occasionally, the whole class task is too difficult for most pupils and then concentration is lost and pupils become fidgety. This happened at times during the Year 5 lesson observed, although praise was used effectively to help to motivate pupils.

165. The subject is led satisfactorily through demonstration lessons and support for teachers with their planning. The two co-ordinators have a clear plan for improving provision and raising standards. There is a more structured approach to teaching music than at the last inspection. Since the last inspection, the school has put in place a detailed long-term plan of work for music, which supports teachers in their planning of lessons. It also gives a framework for the development of pupils' knowledge, understanding and skills as they move up from Year 1 to Year 6. Resources are satisfactory for pupils of all ages, having previously been inadequate for pupils in Years 1 and 2. However, computers are not used well enough to support pupils' learning in music. Pupils in Years 5 and 6 join pupils from other schools for the concert in Hastings each year, but there is no regular choir that meets throughout the year. The range of extra-curricular activities in music is not as extensive as at the last inspection. Recorders are taught for a term in Year 2 but this does not continue throughout the school to build on what has been learnt.

PHYSICAL EDUCATION

166. The standard of pupils' work in physical education is as expected nationally in Year 6, as it was at the last inspection. The exception is in swimming, in which standards are above those expected nationally. Pupils in Years 3 to 6, including those with special educational needs or English as an additional language, make satisfactory progress. As no physical education lesson was observed in Year 2, it is not possible to make a judgement on the standards achieved by pupils of this age. Year 1 pupils performed at the level expected for their age during a dance lesson in which their progress was also satisfactory.

167. Pupils in Years 1 to 5 learn to swim in the school's pool. All the strengths found at the last inspection in this aspect of physical education have been maintained. By Year 6 many do much more than swim the expected 25 metres, gaining both distance awards and survival certificates. Pupils in Year 6 competently create and perform gymnastic sequences using balances with changes in level and direction. Pupils achieve well in games lessons because they are taught appropriate skills. In Year 3, pupils improved their accuracy in throwing a ball so that someone moving around could catch it. This was as a result of varied activities that kept their interest and increased the level of challenge. By Year 4, most pupils have improved their skills and can pass a ball and shoot at a goal with considerable accuracy and confidence.

168. The overall quality of teaching and learning is satisfactory throughout Years 1 to 6. Pupils enjoy lessons and most work sensibly. Teachers plan carefully to ensure pupils' safety. Enough adult supervision enables pupils with learning difficulties or behavioural needs to be involved fully in lessons. Year 6 pupils successfully refined elements of their composition in a gymnastics lesson because a satisfactory range of teaching strategies helped maintain their concentration. Good use was made of resource cards to help pupils who were less imaginative in their response to work independently and vary their routines. However, coaching opportunities were missed to improve this group of pupils' ability to hold a balance.

169. Pupils work hard when teachers structure lessons to include demonstrations that increase challenge. In a Year 3 dance lesson, for example, pupils captured the mood and feeling of machinery effectively with a variety of controlled and rhythmic movements. Most extended this well into an imaginative sequence by keeping step with a partner. Satisfactory coaching helped pupils with less control and balance to improve their sequences. Well organised warm-up sessions set a fast pace for most lessons.

However, where time was spent managing poor behaviour in a Year 5 dance lesson, pupils were not kept active and learning was unsatisfactory.

170. A substitute instructor covering for absence taught the good swimming lessons seen during the inspection. However, he quickly identified which pupils needed extra support and ensured that this was provided for the less confident swimmers. As a result, they tried very hard to improve their strokes and made good progress in the lesson. The instructor set high standards for attention and behaviour and made sure that pupils understood how to improve their performance. For example, more advanced swimmers in Year 5 practised lifting their hips higher in the water and stretching the little finger to move water more effectively in backstroke. Some pupils with special educational needs achieved higher standards than others in their group and were used to demonstrate good achievement. The school relies on the support of parents to help supervise children at the pool. If parents are not available lessons are cancelled, often at short notice. This causes disruption to pupils' learning.
171. There are good opportunities for pupils to develop social skills as they work in pairs, groups and teams. Pupils in Years 5 and 6 have opportunities to take part in Outdoor Activities on the Isle of Wight. The school has plans in place to improve this provision and map out a circuit in the school grounds. A good range of extra-curricular clubs and activities extends pupils' achievements in lessons. The combination of enthusiastic staff who give freely of their time, and the expertise of specialist staff from the local sports community college, means that there is a strong sporting ethos in the school. Pupils represent their school and district with considerable success in competitive events in a range of sports that include football, cricket, rugby, netball and athletics. The school is presently county champion for football, rugby and cricket, and has competed at a regional level in these sports. There is a very good take-up of these activities by both boys and girls who participate in lunchtime and after school training.
172. The leadership and management of physical education have improved since the last inspection and are now good. Resources have improved, especially for pupils in Years 1 and 2. However, outside hard surface play areas have not expanded at the same rate as the school population, and space is very limited for games. The co-ordinators have built good practice into planning to support non-specialist staff more effectively. They have established a portfolio of photographs that show how pupils are expected to progress through year groups. However, there are no formal systems in place to assess and record pupils' attainment and progress within year groups, and from one year to the next. This prevents teachers from more effectively matching work to the range of pupils' needs. This weakness was identified at the last inspection and it has not been rectified.

RELIGIOUS EDUCATION

173. Standards in religious education are in line with the expectations of the locally agreed syllabus for pupils in Years 2 and 6. Pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress from Year 1 to Year 6. Standards are similar to those found at the last inspection. Pupils of all ages are given good opportunities to learn about the practices and beliefs of major world religions. Well-selected resources develop pupils' understanding well and often lead to good discussions.
174. Pupils in Year 2 have a basic knowledge and understanding of Judaism. They know that the Torah contains many Old Testament stories that they are familiar with, and that it is a book special to the Jews. They know some of the main features of a synagogue.

Pupils in Year 1 are enthralled by the idea of the Menorah (candlestick) and the eight candles that are lit for Hanukkah. They gain a simple understanding of the story behind the festival and make the connection between the eight days that the oil lasted and the eight candles. Year 2 pupils have developed a good understanding of the stories of Moses, and are able to sequence the story of Moses in the bulrushes. They have produced very effective paintings to illustrate the Ten Plagues of Egypt, using paint to produce very good dramatic effects.

175. Year 6 pupils have satisfactory knowledge and understanding of the key ideas of different religious beliefs. Pupils learn about Christianity and its practices. In Year 6 the focus during the inspection was on the Salvation Army. Pupils know who the founders were and when the Army was founded. They show in discussion that they understand the different social disadvantages of people in the 19th Century. They suggest ways in which the Salvation Army helped people, such as providing food, improving housing and finding work for the unemployed. They produce well thought-out questions to ask the Salvation Army visitors who attend an assembly. In Year 3, pupils learn about Islam and the life of Mohammed, and identify the differences between Christian and Muslim practices. Year 4 pupils know about the symbolism and stories related to the Hindu religion. Their understanding is enhanced by the provision of special artefacts related to Hindu worship, with teachers demonstrating how these are used.
176. The overall quality of teaching and learning is satisfactory. It ranged from good to unsatisfactory in the lessons seen during the inspection. Teachers make sure that all cultures and faiths are valued. In most lessons, where teaching assistants give support, pupils of lower ability and those with special educational needs are helped to learn satisfactorily. However, in some lessons, such as one seen in Year 3, the assistants do not have a clearly enough defined role and do not give support throughout the lesson. In classes where there are pupils in the early stages of learning English, there are some lost opportunities to modify work to help these pupils to participate better.
177. Two lessons were judged to be unsatisfactory. In one lesson in Year 3, pupils' knowledge and understanding was not developed well enough. In another, in Year 4, although there was a good introduction to the topic of Hindu worship, the follow-up activities did not sustain pupils' attention for the duration of the lesson. This affected pupils' behaviour and concentration, which in turn affected their learning. However, most teachers are confident to teach to the guidance of the new scheme of work and pupils have a satisfactory understanding of key ideas.
178. Older pupils record what they have learned and show that they know, for example, the different forms in which god manifests in the Hindu religion. Teachers in Year 6 provide pupils with good opportunities to develop their literacy skills as well as their knowledge of religion. This was seen as pupils recorded the events in the life of Gandhi, and identified the morals implicit in different parables. This element is a weakness in Year 5 because pupils in this year group are not encouraged to record what they have learned at any depth, or to show a deeper understanding of what they have learned. This slows their progress and is unsatisfactory.
179. Religious education provides well for pupils' spiritual, moral, social and cultural development. In the best lessons, pupils are encouraged to think through their ideas, and older pupils begin to understand what lies behind religious ritual. In some lessons an element of spirituality is introduced well, such as when the Year 1 teacher lit the Menorah candles.

180. The overall leadership and management of religious education are satisfactory. The co-ordinators have ensured that the school now complies with the revised locally agreed syllabus and have received training in its implementation. They have provided good leadership in getting the revised syllabus in place and supporting teacher's confidence. A weakness is that there is not enough checking of the quality of teaching and learning in religious education to identify where teaching is less effective and to provide additional support. Assessment procedures are planned for development with the guidance of the local authority religious education consultant. However they are not presently in place and this restricts how well teachers can plan work to meet pupils' differing needs.