

INSPECTION REPORT

SHOREHAM VILLAGE PRIMARY SCHOOL

Sevenoaks

LEA area: Kent

Unique reference number: 118284

Headteacher: James Hayward

Reporting inspector: David Marshall
27681

Dates of inspection: 9th – 11th December 2002

Inspection number: 247861

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Street Shoreham Sevenoaks Kent
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Appropriate authority:	The Governing Body
Name of chair of governors:	Steven Birkin
Date of previous inspection:	6 th – 7 th June 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27681	David Marshall	Registered inspector	Foundation Stage Mathematics Science Information and communication technology Music Physical education Special educational needs	How high are standards? How well are the pupils taught? How well is the school led and managed?
14032	Marion Saunders	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance
12116	Christina Morgan	Team inspector	English Art and design Design and technology Geography History Religious education Equal Opportunities	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shoreham Village School is a small school that serves a semi-rural village and the surrounding parish. There are 66 pupils on roll – in three classes. There are 39 boys and 27 girls. Pupils' attainment when they enter the school is generally in line with that expected for their age. All 66 pupils are White - British. The school serves a wide area in what appears to be in an idyllic setting in a largely affluent area but with an intake that includes local community housing estates. The school is located on two sites, separated by a moderately busy road. There have been no exclusions in the last year. There are no pupils claiming free school meals and no pupils with English as an additional language, both figures are well below the national average. There are eleven pupils with special educational needs, which is around the national average but includes a high proportion of pupils with social communication difficulties.

HOW GOOD THE SCHOOL IS

In many ways Shoreham Village is an effective school that is offering its pupils a sound level of education. The quality of teaching now being provided is effective in raising levels of achievement, and pupils reach standards that are at least in line with expectations for their age. The school provides very good opportunities for pupils' personal development. The school's relationships with parents and the local community are very good. The headteacher provides clear leadership and is supported by an enthusiastic team of teachers and a very good governing body. Overall, the school provides satisfactory value for money.

What the school does well

- The headteacher is providing clear educational direction for the school in partnership with the teachers.
- The provision for the pupils' spiritual, moral, social and cultural development is good.
- Provision for pupils with special educational needs is good; these pupils have access to the full curriculum and make good progress.
- Pupils' standards in music are good by the time they leave school.
- There are very good opportunities for personal development and so pupils acquire very good attitudes to school; they behave well and are very enthusiastic. They have very good relationships with one another and with adults in the school.
- The school has a very good relationship with the local community.
- Parents have positive views of the school.

What could be improved

- Pupils' written English, in particular when used in other subjects.
- Schemes of work for non-core curricular subjects.
- Procedures for assessing pupils' work on a day-to-day and medium term basis, including marking, and the use of this assessment to guide curricular planning for future achievement.
- Use of target setting for all subjects, and a closer match of task to different levels of pupil ability, including greater challenge for the more able.

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 continued to make sound improvement since its inspection in June 2000. The requirement to continue to raise pupils' standards in English and mathematics has been largely successful, but there are still improvements to the planning to make that would enable further progress in these, and other, subjects. There has been significant improvement in pupils' attainment in information and communication technology. The changes in the medium-term guidelines noted in the last report need to be further developed in order for a suitable framework to be established. The provision for special educational needs has improved well and these pupils now make good progress thanks to the care and support they are given. There are good facilities for outdoor play for the youngest pupils – particularly in conjunction with the pre-school playgroup on the site. This relationship, with the private nursery on the school site, is a significant improvement since the last inspection. The premises have improved considerably with the very good library, the useful withdrawal room for individual or group work with pupils, and the successful renovation of the large, corrugated metal, hut for the reception children in the mornings. However, lesson times are still somewhat curtailed, as pupils have to walk to and

from the hall that is some way from the main school. The long-term development plan is now a well-costed document that shows the school's priorities for improvement well. Pupils' attendance has improved and the school has been successful in maintaining the warm and friendly atmosphere for learning noted in the last report and its place in the local community is valued as before.

STANDARDS

Over the last three years the school's results in the national tests for pupils at the ages of seven and eleven have varied a great deal. The small size of each year's cohort means that the performance of one additional pupil can have a significant impact on the school's results. The 2002 test results for eleven-year-olds showed that pupils achieved average results in English and below average in mathematics and science. In the 2002 national tests pupils' results at seven are also below average. However, all pupils reached the average level score in mathematics and science. In the last two years, pupils in Key Stages 1 and 2 have reached the targets set for their results.

If the results of pupils at the end of Key Stage 1 in 1998 are compared with those of the same pupils at the end of Key Stage 2 in 2002, then the good progress pupils make is clear. In the last four years these pupils have made well above average progress in English, above average in mathematics and at least sound progress in science.

Pupils' work seen during the inspection shows a continuing picture of improvement and all pupils are achieving satisfactory standards in the core subjects. Pupils in the Foundation Stage achieve at least sound standards in all areas of learning. Pupils of all abilities, including those with special educational needs, continue to achieve well in Key Stages 1 and 2. This is due to the teachers' knowledge of individual pupils and the variety of learning opportunities provided. Pupils reach sound standards in the basic skills of literacy and numeracy, but do not yet use this achievement well in other subjects. By the end of Key Stage 2 pupils achieve above average standards in aspects of music and information and communication technology. They reach standards in all other subjects that are in line with expectations for their age group.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic, eager to learn and enjoy coming to school. They benefit from having good opportunities to make decisions about their own learning as they progress through the school.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently good. They are calm and orderly and there is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Very good. Pupils co-operate very well and make very good relationships. They are particularly pleased by the success of others.
Attendance	Good overall. There is no unauthorised absence as pupils enjoy coming to school and lessons start promptly at all times.

Pupils enjoy school. They consistently work well together. Pupils' personal development is a strength of the school and makes a considerable impact on the quality of their learning and the progress they make.

TEACHING AND LEARNING

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

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

The reorganisation that enables the reception age children to be taught separately in the mornings is enabling the teachers to catch and keep children's attention well because of the careful planning for the smaller numbers and narrower ability range in each class. The cheerful and supportive atmosphere created enables the children to settle down well and immediately begin to learn. Teaching in the reception classes is, therefore, never less than satisfactory.

The good quality of teaching in the Key Stage 1 class enables pupils to make good progress. The teachers' knowledge and understanding of the curriculum is good and the high expectations of pupils, results in the overall good behaviour and good learning. A good variety of teaching methods is employed to make lessons interesting, and pupils enjoy their learning.

In Key Stage 2, one of the classes during the inspection was taken by a supply teacher. The teaching here is clearly usually good as pupils' books testify. The teaching of English and mathematics is sound because teachers have adopted the national strategies well and provide tasks within their lessons that are challenging. This means they teach some of the essential basic skills of literacy and numeracy effectively to all pupils, but there is a need to focus on the written aspects of English in more lessons. Teachers relate very well to their pupils and they manage classes well.

In most lessons, class discussions are lively and keep pupils' attention well and lessons move along at a good pace. Questions are carefully thought out and bring all pupils into the discussions. Although teachers know the individual needs of pupils well, they do not always mark pupils' books carefully and use this to modify planning and match work to pupils' different abilities or provide guidance on what they need to do next. The teaching, and support, of pupils with special educational needs is good and they achieve good standards in their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a satisfactory range of learning opportunities and all National Curriculum subjects and religious education have an appropriate allocation of time. The school improvement plan recognises that the two-year cycle of topics needs to be reviewed in order to ensure that pupils continue to be challenged throughout the school.
Provision for pupils with special educational needs	There is good provision for pupils with special needs who receive effective support from learning support assistants in most lessons. This ensures their full involvement in all areas of the curriculum to help them achieve the targets set out in their good individual learning plans.
Provision for pupils with English as an additional language	There are no pupils with English as an additional language in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is good provision for pupils' spiritual, moral, social and cultural development. This leads to very good personal development for all pupils.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good. The monitoring and promotion of attendance are good. Teachers know their pupils well and make sound assessments of their work in English and mathematics. Assessment in other subjects cannot be developed until there are clearer long-term plans and so is not effectively providing appropriate challenges for pupils in all lessons.

The parents' views of the school are very good. The school has secured a very good partnership with parents. They are encouraged and welcomed into the school. Parents are involved in fund-raising activities and extra-curricular activities and this provides good support to the school in its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership and gives a clear direction to the work of the school. Other staff make a good contribution to developing the curriculum and improving standards, and have formed a good partnership with the head.
How well the governors fulfil their responsibilities	Governors are well informed and have a very good idea of what the school does well. They are very committed to the school, enjoy good relationships with the staff and provide a lot of support. They play a very effective part in shaping the direction the school is taking.
The school's evaluation of its performance	The school is making good use of its development plan to prioritise improvements and evaluate changes they have made.
The strategic use of resources	Satisfactory. Support assistants work hard and are effective in helping pupils. The grant for pupils with special educational needs and the standards fund are used effectively.

The current level of staffing and resources is good and meets all the requirements of the National Curriculum. The school accommodation enables the staff to meet all the requirements of the National Curriculum. Although the use of the hall/canteen that is some distance from the school imposes some restrictions and means time is often wasted. The administrative officer, supported by a very capable part-time assistant, ensures that all matters relating to income and expenditure are dealt with very efficiently, and carries out the day-to-day functions of the office very well. The school has good procedures to ensure that it gets best value for its money when purchases are made.

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 and make good progress. • The teaching is good and helps their children to become mature and sensible. • The school is well led and staff are approachable and helpful. • The school works closely with them and they are kept informed of their children's progress. 	<ul style="list-style-type: none"> • There were no significant issues of concern raised by the parents.

The positive views of the parents are fully confirmed by the evidence from the inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children are first admitted to the school initial assessments show that their attainment is at the expected level for their age in their language, mathematical skills and knowledge and understanding of the world. Children in the reception class make sound progress in their learning as a result of the effective provision. During their time in this class, which in the afternoons also contains pupils from Years 1 and 2, all reception age children become ready to move on to the National Curriculum at the expected time. By the end of their reception year pupils attain standards in line with those expected nationally in all the learning goals¹ for the Foundation Stage. The reception class teachers and assistant work together very well in planning and assessing pupils' achievements and this ensures the good progress the children make.
2. In the national tests for seven-year-olds in 2002, the pupils had results that were well below average in reading and mathematics, and below average in writing when compared nationally. It is important to remember that the school's class sizes are small. In these tests just ten pupils sat the tests. Therefore, one child's results represent ten per cent of the total. For instance, although seven pupils reached the expected level in writing, the fact that three did not, and one was below the required level by one mark, the average comparison at this level appears much lower. When compared with schools of a similar type, bearing in mind the number of pupils claiming free school meals, the reading results were average, but the writing and mathematics results were very low. In particular the number of pupils achieving the higher Level 3 were below average in all three subjects when compared nationally and well below average when compared with similar schools.
3. The results in the 2002 national tests at the end of Year 6 show that the proportion of the school's pupils achieving national expectations was average in English and below average in mathematics and science. The proportion of pupils achieving higher levels was above average in English and mathematics but below average in science. Again it is important to remember that the school's class sizes are small. In these tests just nine pupils sat the tests. Therefore, one pupil's results represents eleven per cent of the total. When the school's results are compared with similar schools based on the number eligible for free school meals they are well below average in English, mathematics and science. When the comparison is made with the results these same pupils achieved in their Key Stage 1 tests in 1998, they show that the results are well above average in English, above average in mathematics and satisfactory in science, and the school has enabled them to make good progress.
4. Speaking skills show progression as pupils mature and especially when their interest is engaged in the topic they are studying. Pupils learn to listen more carefully throughout the school. Standards of reading noted in the inspection were satisfactory by the end of Year 2. By this stage, above average and average attaining pupils are acquiring a growing range of vocabulary, and sound levels of word recognition. The majority of pupils can use appropriate letter sounds to tackle unfamiliar words. Most pupils know the difference between works of fiction and non-fiction. By Year 6, above average attaining pupils achieve good reading standards; average and below average attaining pupils also achieve well and attain good standards. Above average and most average attaining pupils show growing skill in discussing characters and plot. Appropriate measures are taken to identify pupils with reading difficulties and to provide them with extra help and support. By the time they are eleven, many pupils

¹ Planning in the Foundation Stage is geared towards pupils achieving standards known as the early learning goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

become independent readers with their own preferences for authors and for different types of literature. In their written work, pupils in both key stages are not always given an appropriate range of opportunities to write for different purposes. When they are, their response to these is good. Pupils up to the age of seven gain a secure understanding of simple sentence structure and by this time average and above average attaining pupils can write paragraphs and begin stories well. Pupils have a sound understanding of the sequence of a story, and handwriting and punctuation are consistent and letter formation and spacing are secure. In Years 3 and 4, pupils can use adjectives more effectively to add colour and interest to their descriptive writing and their poetry. However, the opportunities are limited and the pupils make insufficient progress in writing as they move through the school. The handwriting skills of all pupils improve only slowly and the standard of presentation at the top of the school varies greatly. In Years 5 and 6, pupils' grammatical knowledge and understanding also improves slowly as their good speaking and listening and reading skills are not sufficiently employed to enhance their writing.

5. Pupils make at least sound progress in mathematics throughout the school and achieve standards within expectations for their age by the time they leave. By the end of Year 2 pupils can reliably add two two-digit numbers such as $14+28$. Higher attaining pupils apply their knowledge effectively and use efficient strategies for solving word problems. They clearly explain how they solved the problem. Pupils have a sound knowledge and understanding of numbers up to 100. In mental mathematics sessions, teachers encourage pupils to use methods they know to double or halve given numbers. They apply their knowledge of doubles to identify near doubles as an aid to calculation. In mental mathematics, teachers encourage pupils to explain their methods of calculation. Pupils' achievement in data handling is satisfactory. They sort and collect data, representing it in simple tables and graphs, for example a pictograph. The emphasis on the development of pupils' mathematical understanding and reasoning skills is beginning to have an impact and pupils interpret the information presented to answer questions and solve problems, for example, "How many more children enjoy draughts more than football?"
6. Most pupils in Year 6 use standard written methods to add, subtract, multiply and divide. Higher attaining pupils confidently and accurately multiply pair of numbers, such as 507×93 and solve division problems by using multiples of the divisors. Pupils have a satisfactory knowledge and understanding of graphs and their usage. Work in information and communication technology (ICT) and science supports Years 5 and 6 pupils' handling of data. They enter data onto a spreadsheet, and represent the results in a variety of ways.
7. In science, by the end of Year 2, pupils achieve levels in line with those expected. They understand that materials have different properties, some of which can be recognised through use of the senses of touch and smell. They know that different objects can be made from the same material and that some materials are natural, whilst others are man-made. They know forces such as magnetism can move objects. They can sort materials into magnetic and non-magnetic, firstly on the basis of prediction, and then by testing with magnets. This practical approach to learning builds pupils' confidence. They become eager to ask as well as answer questions, providing the teacher with good insight into how their learning is progressing.
8. During Years 3 to 6 pupils build on their skills and knowledge through a good range of practical investigations, and continue to achieve levels in line with expectations for their age. By the end of Year 6 pupils have a good understanding of how to carry out a scientific investigation. They are alert to health and safety issues relating to the different tests. They use their knowledge well when considering how exercise affects different body parts. Year 5/6 pupils make sensible predictions, and clearly describe their findings using the correct scientific terminology. They are becoming more secure in their ability to draw conclusions, which relate to the intentions of the investigation. Older pupils make good use of ICT for recording their work. They use different formats to record the results of investigations, including tables and graphs. This and the taking of measurements, such as temperature, link well to the use and development of their numeracy skills.

9. Levels of attainment in ICT are average by the time pupils are seven, and above average when they leave the school. At Key Stage 1 pupils can use a computer mouse competently to load a program and to draw, using a number of functions from different art programs. They are also able to use different word-processing packages. These skills are still at a good level and the opportunities they have are now very good, and much better than at the time of the last inspection. In Key Stage 2 pupils build on their previous knowledge well. They can access the Internet and store data in word-processing programs and databases. This progress is now consistent and older pupils achieve standards above those expected for their age in most aspects of ICT.
10. Pupils in both key stages meet the expected levels of attainment in religious education as identified in the syllabus taught in the local authority's schools. Key Stage 1 pupils have a sound knowledge of Christianity and can make comparisons with aspects of other religions. By the end of Key Stage 2, pupils have developed their understanding of world religions further and often have the speaking and listening skills to be able to make relevant comparisons. However, their writing skills are not used sufficiently well to record their thoughts and feelings.
11. Attainment is at the expected levels in design and technology, art and design, and physical education, at the end of both key stages. Pupils make sound progress in history and geography and achieve levels in line with those expected for their age by the time they are seven and eleven. In music, pupils make very good progress in singing and performing, and attain standards above expectations for their age.
12. Pupils' special educational needs are well identified in the Foundation Stage and learning difficulties are suitably addressed at an early stage. Throughout the school, pupils with special educational needs have individual education plans and the targets set for their learning are specific and stepped in their approach. They inform teachers of the most effective strategies to help pupils overcome areas of difficulty. Most pupils with special educational needs make good progress as they move through the school; in-class support and some teaching in small withdrawal groups enables them to make good progress in relation to their prior attainment.

Pupils' attitudes, values and personal development

13. Pupils' attitudes toward school are very good. They enjoy school and participate enthusiastically both in lessons and in the very good range of extra-curricular activities offered by the school. In mathematics lessons in Year 1/2 and Year 6, pupils were keen to complete their task and worked productively with high levels of involvement. Parents agree that their children like coming to school.
14. Behaviour in and around the school is good and there have been no incidents of exclusion. Pupils play well together and respond well to the established routines of the school such as the walk to the dining hall. Parents are readily involved at an early stage in any misdemeanours and are unanimous in their support for the good behaviour at the school.
15. Relationships in the school are very good, both between pupils and between staff and pupils. Boys and girls work and play together and younger pupils are cared for by older pupils. There were numerous examples of small acts of kindness observed during the inspection, such as helping a friend with their coat or offering to share equipment. In many lessons, such as when a pupil sang a solo in music, they all really enjoyed the success of others. Pupils' show very high levels of personal initiative and readily take responsibility for a range of activities in the school. Pupils contribute to assemblies through reading the prayers and also in the organisation of the music and equipment. They readily offer help if they think this is needed. Pupils' personal development is very good.
16. The attendance figures for the school are well above the national average and pupils are generally on time at the start of the school day.

17. There has been a significant improvement in all the above aspects since the last inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The overall quality of teaching was at least satisfactory throughout the school, and often good. The teaching observed during the inspection was judged to be satisfactory or better in all but two of the lessons seen.
19. The overall quality of teaching enables pupils to make sound progress in the Foundation Stage. In Key Stage 1 lessons the progress is good and the support provided by classroom assistants is good. In Key Stage 2 progress is sound in many subjects, the exception being writing. As classes are small, and the teachers have been in the school for some time, they are aware of the very differing needs of pupils. However, the lack of detailed assessment and recording procedures, that the school has already recognised, inhibits teachers' ability to provide suitably challenging tasks in some lessons. Teachers are experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a number of literacy and mathematics sessions when the teachers moved from whole-class teaching to group work. However, the tasks then provided were not always appropriate for where the pupil had reached and did not enable them to progress sufficiently.
20. The teaching in the newly formed reception class in the mornings was good in the lessons observed, reflecting the hard work of the teacher over the last term. Pupils of all abilities are given good support and so their progress is never less than sound. This organisation will be in place for the whole day from January. During the inspection the reception children in the afternoon were planned for, but it was more difficult for the teacher here as there were three age groups in the one class. Nevertheless, the planning clearly identifies what pupils are to learn, and all activities selected are a good preparation for their start to the National Curriculum. Classroom organisation is good and the adults create very good relationships with all pupils, who settle into school well as a result.
21. The good teaching at Key Stage 1 reflects the overall good subject knowledge across the curriculum. The teacher has implemented the literacy and numeracy initiatives well overall. Planning in English and mathematics is generally good and identifies clearly how groups of pupils of differing prior attainments are to be taught. For example, in mathematics, the Year 1 and 2 teacher plans a variety of practical work, which pupils can undertake independently. Classroom organisation is generally good and the activities selected are appropriate to the identified aims in teachers' plans.
22. Overall the teaching in Key Stage 2 is sound, with strengths in the provision for music, ICT and art and design. The teaching at this stage is characterised by good subject knowledge and understanding, and teachers' very hard work. However, the lack of clear planning in some subjects means that the teachers are producing activities that do not enable maximum progress. The most effective teaching is an example of where the individual teaching strengths of the teachers and their knowledge of the pupils combines to produce careful day-to-day planning. An example of the good planning was in a mathematics lesson in Year 5/6. The teacher recapped on the previous learning through the pupils' own work and responses. This enabled her to praise and reinforce the efforts of all pupils. The quality of the explanation of equivalent fractions and the many examples used showed the good subject understanding and good knowledge of the needs of individual pupils. As a result, the work the pupils completed was all of a good standard.
23. Throughout the school, class discussions are lively and interesting. Questions are well focused and designed to bring all pupils into the discussions. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching is generally good. Teachers lead these discussions well, introducing new ideas with care and clarity. The ebullience of the Year 5/6 teacher was matched by the responses of

the pupils as they used complicated authoring software in an ICT lesson. All teachers set the best possible example, and the most effective teaching ensures that other pupils are also used as good role models too. This was particularly true of the part-time music teacher, who sang and played with real enthusiasm, and encouraged all pupils to do so. The resulting singing and performing from these pupils improved rapidly throughout the lessons.

24. Teachers have very good relationships with their pupils throughout the school. Most praise pupils to modify behaviour and reward good work. Instructions given to pupils are clear, and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively, which results in increasingly good behaviour. In a Year 1/2 lesson, the teacher was careful to use as good examples the completed work of one or two pupils who had finished quickly, which kept pupils' attention focused.
25. Day-to-day assessments to check pupils' understanding and progress were apparent in some lessons. However, it was not common to see groups of pupils being targeted to check on the suitability of the lesson plans for the different levels of ability. Where assessments are made on a day-to-day basis, they are not always being used accurately and lessons are therefore not always appropriately challenging. Marking varies throughout the school, and is not always effective. The teachers of the younger pupils discuss their results, rather than just write comments in their books, and this is particularly effective. Homework is now used consistently and makes a significant contribution to pupils' progress.
26. Pupils with special educational needs are catered for well throughout the school. The learning-support assistant is very well deployed in supporting pupils with special educational needs. Through her good work teachers are able to provide appropriately differentiated work to match pupils' abilities and offer them the opportunity to experience success. Good teaching in small withdrawn groups with the LSA helps special educational needs pupils overcome difficulties in language work. Teachers refer to pupils' individual education plans in their lesson planning and focus on identified difficulties. Relationships between teachers and pupils with special educational needs are very positive; praise is used well to motivate pupils, and teachers are careful to show that they value the work and contributions of pupils of all abilities.

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

27. At the time of the last report the school was judged to have made good progress in establishing a detailed planning system that was useful in identifying gaps in pupils' learning. Weekly and daily plans were agreed in a common format.
28. In the current inspection, all subjects of the curriculum were being taught with planning based on national frameworks and a two-year rolling programme of topics. The school no longer has detailed schemes of work which are specific to its particular circumstances as a small school with mixed age classes, and which identify the progressive development of skills and knowledge. As a result it is difficult for teachers to appropriately increase the challenge in lessons and build on pupils' achievements as they move through the school. Lesson plans, except in literacy and numeracy lessons, are no longer to a consistent format. There is a common format for weekly, half-termly and long-term plans.
29. The literacy and numeracy strategies are in place but the degree to which the structure is implemented varies from teacher to teacher. The school is providing too few opportunities for pupils to use the knowledge gained in literacy lessons to write in English lessons or in other subjects of the curriculum. Much of the learning is structured by published schemes and there is a reliance on worksheets.
30. The curriculum includes all subjects of the National Curriculum and includes sex education, education about drugs misuse and personal, social and health education. All classes have

regular circle time. Activities are based on a published scheme and focus on social interaction issues. Religious education is based on elements from the locally agreed syllabus.

31. There is good support for pupils with special educational needs. The curriculum provides very good equality of access and opportunity for all pupils. This enables them to learn and make progress. All pupils have full access to the curriculum and make appropriate progress. Withdrawal sessions to provide intensive support in literacy or numeracy for some pupils with special educational needs are carefully organised to ensure full participation in all subjects. Wherever possible, pupils receive support from assistants or adult helpers during normal lessons. However, provision for higher attaining pupils is inconsistent and some of the work lacks challenge, especially at Key Stage 2.
32. The school provides a very good range of extra-curricular activities. These include lunchtime chess and computer clubs and after school gardening, art, music and drama sessions. Additional sporting provision includes Saturday morning football coaching. Visits and visitors are used well to support the curriculum. Younger pupils use the village as a focus for work in geography while older pupils have an annual residential visit that provides links to the science, ICT, geography and history curriculum, and gives opportunities for outdoor and adventurous activities.
33. The school is rooted very firmly in the community and receives a great deal of support from village residents and societies. The vicar comes in regularly to take assemblies and works extremely hard to raise the profile of the school in the local area. For example, he has produced a very polished promotional video outlining the work of the school. The church is used regularly for services and social events. The Local History Society was involved in naming the classes after prominent local figures such as the painter Samuel Palmer. Pupils from the school plant potatoes for the local allotment association and contribute art work for Horticultural Society shows.
34. Productive links are in place with the local playgroup that is now on the school site. A local Independent school offers use of their swimming pool and Information Technology suite. The school works closely with other members of the local schools consortium and has benefited from shared training days.
35. The school's overall provision for pupils' spiritual, moral, social and cultural education is good. The integration in many aspects of school life of moral and social values, spiritual insights and cultural experiences, noted in the last report, has been successfully maintained. The school has an underlying philosophy of celebrating pupils' achievement across the curriculum and this is constantly reinforced through assemblies and through achievement certificates. These values are implicit in the day to day running of the school and are a consistent feature of all classes.
36. Assemblies give pupils opportunities to reflect on the underlying ideas behind religious stories and to apply them to their own life. For example the story of Good King Wenceslas was used as a focus for pupils to think about why presents are given at Christmas. This was further developed in a religious education lesson for the younger pupils.
37. The strong profile of music in the school promotes pupils' cultural development and there are regular opportunities for informal and spontaneous music making. Visits from local musicians and a steel band have further enriched the provision. Religious education lessons provide the main forum for developing pupils' understanding of other faiths and cultures. With no pupils from other ethnic backgrounds the school is careful to make sure the pupils are given an understanding of their place in a multicultural society.
38. Provision for pupils' social and moral education is good and operates within a positive Christian ethos. Pupils work and play together in a harmonious and purposeful atmosphere. The whole school approach to behaviour management allows new pupils to adapt quickly to the ethos of

the school, which is reflected in the good relations that exist between pupils and adults. Pupils with a range of special educational needs are well integrated into the social fabric of the school and are enabled to make a positive contribution in those areas where they are most successful. Respect for others is developed well in the social interactions of each class and in the school as a whole. Older pupils all take part in a rota of jobs and are encouraged to take responsibility. They are trusted to behave sensibly when using the school at lunchtimes.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Procedures for ensuring pupils' welfare are good and appropriate child protection procedures are in place. Procedures for monitoring and promoting good behaviour and eliminating bullying are very good. Good behaviour is celebrated regularly at celebration assembly and at the beginning of the year, each class decides upon its own 'Golden Rules'. Procedures for monitoring and improving attendance are good.
40. Pupils' personal development is well supported and monitored through the very good relationships and knowledge of individual pupils, which exists throughout the school. There are satisfactory systems for formally recording any specific areas of concern. Pupils are encouraged to discuss their own successes and to evaluate their progress.
41. The school has a range of procedures in place for assessing pupils' attainment and progress in English, mathematics and science, but these are not yet always used effectively to plan for the next stage of pupils' learning. There are no procedures in place in other subjects of the curriculum. Some analysis of the results of national tests is taking place but this is having limited impact on curriculum planning. For example, writing has been identified as an area for development, but there has been little action to improve standards in writing either in English lessons or across the curriculum.
42. Pupils with special educational needs are identified well and appropriate provision maintained. This is usually in the form of additional support from the special needs assistant in withdrawal pairs and groups. Thanks to her diligence, this has the effect raising achievement for these pupils.
43. The headteacher has recently reinvigorated individual target setting for pupils, which was in place when the school was inspected two years ago. This is beginning to be used effectively and there are examples of good practice. For instance the Year 1/2 teacher is beginning to use them as a benchmark for evaluating pupils' writing. Targets throughout the school are kept in separate files in pupils' trays but not in their books. Copies have been sent home with a review date and signed by the pupil. There is a priority in the school improvement plan to monitor the effectiveness of this system with a view to making it more rigorous and effective. Marking of pupils' work is inconsistent across the school and rarely makes reference to the targets except in Years 1 and 2. In discussion, some pupils were unsure what their targets in particular subjects were.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents are overwhelmingly supportive of the school and are very positive about the school's provision. Many parents are actively involved in fund raising through FOSS, Friends of Shoreham School, and help both in the classroom and during school events.
45. Both the effectiveness of the school's links with parents and the involvement of parents in the life of the school are very good. They confirm that their children like coming to school, feel well-informed of the progress children make and feel that the school helps children to become mature and responsible. Parents also feel welcome in the school and have no hesitation in seeking staff time to discuss any problems concerning their children's education.

46. The school provides good quality information to parents through the prospectus and governor's annual report. There is also a very informative and readable weekly newsletter with digital photographs celebrating pupils' achievements. Annual reports of pupils' progress are satisfactory and are starting to include the general, individual targets for pupils. The staff are readily available to talk to parents and welcome the interest parents take in the life of the school. The school's partnership with the parents is a strength that both sides really appreciate.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher has been in post for just over a year and has been working closely with the governing body to develop a strong team ethos among staff and ensure a clear direction for their work. He has developed a clear vision for the school, now shared by all members of its community. The headteacher has made sure that the school has explicit aims and values, including a commitment to good relationships and equality of opportunity for all, which are reflected in its work. He has identified the gaps in the planning, assessment and target setting and has recently begun to address the changes required to promote higher standards. He has begun to put in place systems to monitor and evaluate the work of the school. The changes he has made in the quality of the building, and the implementation of a separate reception class in the mornings, have made a real difference to the quality of education in the school. He also demonstrates a strong commitment to creating and maintaining a caring ethos within the school, helping pupils to establish good relationships with each other and all adults.
48. The school's commitment to, and capacity for, further improvement is good. The headteacher and staff are aware of priority areas for future development, and they have begun to address most of them. The school improvement plan details how more rigorous monitoring, evaluation and development of teaching are planned. Systems are now developing for monitoring the quality of teaching and learning, and the standards of pupils' work. This includes a whole-school monitoring policy, with an agreed format for feeding back to teachers on all lesson observations. Subject co-ordinators have begun to develop a good understanding of key strengths and weaknesses through their opportunities to look at pupils' work and teachers' planning. Some aspects of monitoring have still to be developed in many subjects. The professional development of teachers is supported by annual appraisal interviews. The school has drawn on nationally agreed guidelines, in which teachers are set targets closely linked to improving pupils' performance.
49. The management of provision for pupils with special educational needs is good and maintains the position noted at the time of the last inspection. The special educational needs support assistant is enthusiastic and diligent. She has created effective systems for tracking the progress of pupils on the school's special educational needs register. The individual education plans are detailed and sensible. The targets set for these individual pupils are appropriate and take them forward in realistic steps that they all understand. The school based reviews are handled well and the relationships with parents are good.
50. The governing body provides very good support for the school and is eager to help it improve further. It has been successful in leading the school forward in the last four years under different headteachers. The governing body fulfils its statutory responsibilities very well. There is a good committee structure in place, which deals effectively with issues relating to curriculum, finance, buildings, staffing, admissions and public relations. They keep a close eye on all spending, seek the views of parents and staff, and are aware of the school's results in comparison with other schools, both locally and nationally. Governors bring a wide variety of expertise to their role, and have established very good relationships with the school management and staff. Some governors have been able to visit lessons, hold discussions with teachers and co-ordinators, and gain some overview of standards in subjects. Strategies are in place for sharing this information with the full governing body, and their ability to ask relevant questions to check how well the school is progressing with its plans for improvement has developed very well.

51. The school improvement plan is good and sets the right priorities for improvement. Good management by the headteacher has enabled him to use the expertise of all staff to draw up a detailed document linked to a series of realistic and relevant strategic intentions. It provides a sound basis for managing school improvement, and includes whole-school targets for the current year, some of which focus specifically on raising standards. The requirement now is for these agreed plans to be implemented. The plan contains satisfactory links to finance, including the provision of new resources. All funds provided for specific purposes, special educational needs for instance, are used well. The headteacher and the very good administration officer are careful to obtain best value in all purchases. This is reflected in the very good improvements made to the school buildings in the last two years. The school has begun to monitor and evaluate its performance, and this is a significant improvement since the last inspection.
52. The number of teachers and their qualifications and capacity to meet the demands of the National Curriculum are good. In this small school all subjects have a co-ordinator, but all teachers have responsibility for several subject or aspects. All teachers work together as a good team and achieve a positive ethos in the school. The management structure is sound. Satisfactory systems of performance management and induction of new members of staff are in place. The learning support staff are committed to the school and to the welfare of the pupils. The premises staff, the office staff and the midday assistants all work very effectively to support the smooth day-to-day running of the school.
53. The school accommodation that has been recently renovated very effectively has made a real difference to the quality of provision overall. The dining hall, "canteen", is large but also operates as a hall for physical education, and as such is barely adequate. The fact that it is also some distance from the school means that time is wasted walking to and fro, and opportunities have to be missed in bad weather. Outside there is a good hard surface playground with some good play markings, seats and a shady 'meeting place'. There are some good examples of display across the school and this not only enhances learning but celebrates achievement and makes a good contribution to the pupils' learning and self-esteem. The outside areas are used well by the school for physical education, art and science. Resources for delivering the National Curriculum are satisfactory overall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to continue the developments made and further raise the overall standards of pupils' attainment in all subjects, the governors, headteacher and all staff should jointly:

Raise standards of achievement in written English by:-

- a) providing additional planned opportunities to ensure that the pupils' skills are suitably enhanced and reinforced by their use in other subjects. Ensure pupils make optimum progress by identifying clear criteria against which their achievements can be assessed for this.
Paragraphs 4, 10, 29, 41, 69, 70

Raise standards of achievement in all other subjects by:-

- b) ensuring that there is clear planning in schemes of work for all subjects that ensures full coverage of all learning requirements and identifies clear criteria against which pupils' achievements can be assessed. The current use of national guidelines should be modified carefully to meet the individual needs of this small school. In turn this should aim to remove any over-reliance on worksheets from commercial schemes.
Paragraphs 28, 48, 92, 98, 99, 114
- c) ensuring that both day-to-day and medium-term assessment procedures, including the marking of pupils' books, are agreed throughout the school and implemented more rigorously to inform curriculum planning so that all subjects are covered adequately.
Paragraphs 19, 25, 41, 43, 72, 81, 83, 85
- d) enabling teachers and subject co-ordinators to make careful use of all assessments made, particularly in the short term, to ensure that they match tasks to pupils' existing knowledge and set targets that focus on their individual needs.
Paragraphs 25, 43, 48, 51, 73, 81

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

Number of discussions with staff, governors, other adults and pupils

10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	8	8	2	0	0
Percentage	0	18	36	36	9	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost 5 percentage points.

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)	66
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	11

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.5

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	4	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	9	7	8
Percentage of pupils at NC level 2 or above	School	90 (100)	70 (100)	80 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	9	9	10
Percentage of pupils at NC level 2 or above	School	90 (100)	90 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

- Data for boys and girls separately is omitted as the number in each category was not more than ten

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	6	3	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	78 (70)	78 (60)	78 (80)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	8	9	9
Percentage of pupils at NC level 4 or above	School	89 (80)	89(100)	100(100)
	National	73 (72)	75 (74)	84 (82)

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

- * Data for boys and girls separately is omitted, as the number in each category was not more than ten

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	66	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	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	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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)	3.6
Number of pupils per qualified teacher	18
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	30

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	189242
Total expenditure	207507
Expenditure per pupil	3879
Balance brought forward from previous year	20860
Balance carried forward to next year	2595

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	60
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	45	55	0	0	0
My child gets the right amount of work to do at home.	65	16	10	0	10
The teaching is good.	87	13	0	0	0
I am kept well informed about how my child is getting on.	61	32	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	29	0	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	52	48	0	0	0
The school is well led and managed.	71	29	0	0	0
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	77	23	0	0	0

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

55. Children enter the reception class at the beginning of the year in which they will be five. There are meetings and visits for children and their parents before the children start school that provide good opportunities for them to familiarise themselves with school routines. The results of the initial assessments, undertaken shortly after they start school, indicate children's attainment is broadly in line with that expected for this age when they enter school. Children make at least satisfactory progress and broaden and consolidate their knowledge in all areas of learning and their attainment is in line to meet expectations by the time they enter Year 1. Standards overall have been maintained since the last inspection.
56. The reorganisation of the reception class to enable them to be taught separately as a class in the mornings, and not with Year 1 and 2, is already beginning to show benefits. The teacher here has clearly worked very hard to provide a very good range of activities that are appropriate to children of this age, and securely based on the Early Learning Goals of the Foundation Stage.

Personal and social development

57. Children make good progress in their personal and social development because the caring and supportive environment helps young children to settle quickly and feel part of the school. Children adapt to school routines well and, by the time they reach the age of Year 1, they show confidence and relate well to adults and each other. They are responsive, interested in what they are doing, and concentrate and persevere in their learning activities. The teachers sensitively encourage children to participate in activities when they are required to sit and listen to others and many do this attentively. Children share their thoughts and feelings with growing confidence. They attend acts of collective worship with the rest of the school and this helps them on role modelling. Teaching in this area is good. A range of social experiences is provided, such as role-play, sharing news and taking turns in speaking and listening sessions. Because of the way the curriculum is currently planned and the amount of time made available, there are good opportunities for children to focus on planned activities and develop their own interests from these experiences.

Communication, language and literacy

58. Children develop their literacy skills at their own appropriate rate. They learn to listen to each other and take turns in communicating their ideas. Some children are confident in discussions and when sharing ideas and experiences. They learn new vocabulary quickly and their speech is fluent and expressive. Children read simple texts, using the pictures and letter sounds to help their understanding. Others recognise their names and a few familiar words. Children enjoy hearing stories and listen well for a reasonable time. They join in with the teacher when reading from a 'Big Book' and some are aware of rhyme and repeating words and phrases. In the writing area the children make their own attempts at writing letters and lists. Most children are able to independently form letters correctly and use their knowledge of letter sounds to attempt to write words and short simple sentences. When working together on class writing most children are able to show where to start the writing and that writing ends with a full stop. They are able to recognise simple words and put them into the correct order to write an invitation.
59. Teaching is good. There are a variety of well-planned activities which, combined with the teacher's enthusiasm for language, provide opportunities to develop speaking and listening skills. Good quality books are available to share with adults. Opportunities are provided which reflect the school's writing plans and for children to see adults' writing. Most children are

attentive and concentrate well during literacy sessions. The environment in the renovated classroom reflects language through signs, notices and books. The opportunities for role-play are good when an adult interacts to extend children's ideas. There are a variety of resources, which children mostly use with care.

Mathematical development

60. Children's mathematical skills develop well and most children are likely to meet expectations by the end of the Foundation Stage. Most children count confidently to ten and some are able to match the number to each object counted. They count children in a line and understand when one more child joins the line. The children are beginning to identify patterns and compare, sort and count objects and order objects according to their size. They thread beads and cotton reels and identify which is longer or shorter. Children recognise and can name primary colours. Opportunities are taken to reinforce numbers through counting, songs and rhymes. Children match the three bears with the right sized chairs and beds when sharing a Big Book during literacy. Many children can name, match and describe flat and three-dimensional shapes, such as square, circle, triangle, cube and cone. Teaching is good and activities are provided to develop mathematical knowledge. These opportunities build well on children's prior learning to support them to use mathematical language naturally in play situations. Most children listen to the teacher carefully, behave and concentrate well during lessons and when working independently on activities.

Knowledge and understanding of the world

61. Achievement in this area is satisfactory. Children learn about families and learn how things change over time. Through listening to stories, they become aware of past and present. They learn to investigate materials using their senses when they mix reconstituted baby food with water and discuss the change in texture. They know it has been 'mashed' because babies do not have teeth and cannot chew. They sort foods according to whether they are good for you and talk about the effect of sugar and sweets on teeth. "You need to brush your teeth every day". Children join paper with sticky tape and glue and learn which adhesives stick which materials best. Children use the computer with some confidence, controlling the mouse to move the cursor around the screen and to click on icons to alter colour and to print.
62. Teaching is satisfactory with a variety of activities for the children to try, use and explore. However, the teacher still has to direct many activities. There are so few children in this area in the morning at the moment that opportunities for children to experiment further and discuss together and build upon the ideas and suggestions of others are restricted. The development of children's knowledge and understanding of the world will be easier for the teacher to organise when there are more children in the class next term. Many children behave and concentrate well and this has positive effect on the quality of their learning.

Physical development

63. Achievement in physical development is satisfactory because the outdoor area is used in a planned and consistent way. There are wheeled toys, a variety of dressing up clothes, headgear and stilts, and specifically timetabled opportunities to support children's physical development. There is limited access to the school hall where occasionally children use a range of large and small apparatus and develop an awareness of space, themselves and others. They can walk, skip and hop using one and two feet. Children follow instructions and move in a straight line and in a circle. They are able to work co-operatively in small groups using hands and feet in a variety of ways. Children show confidence in their ability to take care of themselves when dressing and washing their hands. They are developing an understanding that some foods will keep them healthy and of the need to clean their teeth every night and morning. Most children handle pencils, crayons, paintbrushes, scissors and glue safely and with control. They use play dough to make shapes and join together pieces of jigsaws.

Teaching is satisfactory overall. The teacher encourages children to gain in confidence in using space imaginatively and to move with control. Children are motivated and behave and concentrate well. They listen and respond immediately to instructions and directions. Children display good attitudes to learning.

Creative development

64. Children's achievement in creative development is good due to the quality of teaching. Creative play is developed in the role-play areas and by the use of artefacts, clothes and 'small world play' to enhance their imagination. Children enjoy and join in rhymes and singing. They experiment with percussion instruments and begin to appreciate some of the ways sounds can be made. Their work with the hand-bells seen during the inspection was very effective and appreciated by them all. They paint and draw what they see and feel. Children use clay to make heads and faces and use items supplied to make them very individual. The nature of the current planning affords children good opportunities to develop their own ideas, and gain confidence and independence in making choices and developing curiosity. Good, planned opportunities to observe patterns and colours in the environment and to explore and experiment with the textures of natural and man-made objects are well taken. Children are provided with a good range of materials and activities. Adults interact with children during role-play and other activities and there is planned direction and structure to systematically develop skills to enhance the quality of play and imagination.

ENGLISH

65. At the time of the last report in June 2000, standards in English were judged to be broadly in line with the national average by the end of Year 2 and this was largely confirmed by the results of national tests for seven year olds that year. Evidence from the current inspection indicates that the attainment of pupils in Year 2 is also in line with national expectations.
66. In 2000, the inspection found evidence of under-achievement by pupils in written English by Year 6, in relation to their abilities and potential. Evidence from the current inspection shows a similar picture. Although the attainment of pupils is above the national average in reading and in speaking and listening by Year 6, attainment in writing is well below national expectations.
67. In Year 2, higher attaining pupils read confidently and expressively. They can discuss the story and show enthusiasm for reading. All pupils use a variety of strategies when tackling unfamiliar text and read independently for meaning without relying on adult help. Most use pictures or the general context to predict words that they cannot necessarily read out of context. Higher attaining pupils in Year 2 write in complete sentences with accurate simple punctuation and accurate or plausible spelling. When asked to describe pictures of teddy bears they use imaginative vocabulary, bears were variously described as having 'a fan-shaped nose' and 'roughened fur' or 'being at least forty years old with a patched look'. Other pupils use quite complex vocabulary to describe their bears orally but find it more difficult to put their ideas into writing.
68. The majority of pupils in Years 4, 5 and 6 are enthusiastic readers of a wide range of texts. They can talk about the plot and characters, showing understanding of motivation and causation in stories and using evidence from the text to justify their viewpoint. Most have a favourite author and can compare the book they are reading with other books they have enjoyed. Several pupils are reading books they have brought from home, although class libraries contain a good range of literature and are well used.
69. The scrutiny of work contains very limited evidence of pupils' writing either in English lessons or in other subjects of the curriculum. An after school writing club provides opportunities for higher attaining pupils to produce a limited number of pieces of extended writing but the vast majority of pupils' writing is grammar or comprehension exercises taken from a published

scheme. As a result, pupils have very few opportunities for using their good spoken English and appreciation of books to produce creative, imaginative or well expressed writing relating to their own personal experience or as a response to their reading. The school has missed opportunities to build on pupils' enthusiasm for reading by encouraging them to attempt writing in the style of their favourite authors or to write book reviews for other pupils to read. Even pupils' personal reading diaries contain no evaluative comments.

70. The quality of teaching in English is broadly satisfactory although a proportion is unsatisfactory. Specifically, the lack of opportunities for extended writing noted in the last report has not been adequately addressed. For example, in one lesson the pupils were given no opportunity to write because the whole lesson was dominated by the teacher talking to them and pupils were given only limited opportunities to contribute to the shared writing.
71. The judgement on the quality of teaching is based not only on the lessons observed but also on the scrutiny of work. The latter reveals an almost total reliance throughout the school on grammatical exercises from a published scheme, dictation, handwriting practice and spelling tests. These are not consolidated through opportunities for pupils' to write independently and it is clear that pupils have a very limited understanding of much of what they have learned. There are frequent spelling tests and these help to improve the standard of spelling across the school, although more frequent use of the learned words in other contexts would enhance pupils' progress. Analysis of pupils' work showed that some of the spelling tests are pupil marked and incorrect spellings are marked as correct.
72. Despite the small size of most classes the same tasks are provided for all ability groups and both age groups in the class. Although a range of assessment procedures is in place, limited use is made of them to match work to the precise needs of individual pupils. The good additional support for pupils with special educational needs means tasks are more precisely matched to their learning needs and enable them to access the curriculum more effectively.
73. The current system for individual target setting has been introduced recently and is beginning to be effective in Years 1 and 2 where the teacher is beginning to use them as a benchmark for evaluating pupils' writing. Targets throughout the school are kept in separate files in pupils' trays but not in their books. Copies have been sent home with a review date and signed by the pupil.
74. The school has been aware that the poor standard of pupils' writing identified in the last inspection report has to be addressed. Although monitoring of teaching has taken place, the school recognises the need for more rigour and effectiveness to ensure standards in writing are raised.

MATHEMATICS

75. Standards are average at the end of Years 2 and 6 and pupils' achievements are sound and often good. The very small number of pupils taking the national tests each year makes the comparison with standards achieved by other schools, and at the time of the last inspection, unreliable. Teaching is good. There has been an improvement since the last inspection in their teaching and learning due to the closer attention paid to those with special educational needs. These pupils are now grouped by their mathematical progress and ability and the tasks set provide suitably challenging work.
76. Teaching of the younger pupils is good and builds effectively upon the sound start pupils have in the Foundation Stage. Teachers place strong emphasis on developing pupils' basic numeracy skills and ensure that they become familiar with and use mathematical language. This helps pupils to understand and interpret problems and to explain their thinking clearly when discussing their work. By the end of Year 2 pupils have a sound knowledge and understanding of numbers up to 100. They compare two two-digit numbers and say what

comes between. In mental mathematics sessions, teachers encourage pupils to use methods they know to double or halve given numbers. They apply their knowledge of doubles to identify near doubles as an aid to calculation. Pupils reliably add two two-digit numbers such as $14+28$. Higher attaining pupils apply their knowledge effectively and use efficient strategies for solving word problems. They clearly explain how they solved the problem. In mental mathematics teachers encourage pupils to explain their methods of calculation. The good questioning develops pupils' ability to reason about numbers and extends their use of different calculation strategies. Opportunities to explore simple number patterns and relationships help pupils to develop speedier recall of number facts and understand aspects such as odd and even numbers, or multiplication as repeated addition. Pupils' achievement in data handling is satisfactory. They sort and collect data, representing it in simple tables and graphs, for example a pictograph. The emphasis on the development of pupils' mathematical understanding and reasoning skills is beginning to have an impact and pupils interpret the information presented to answer questions and solve problems, for example, "How many more children enjoy draughts more than football?"

77. Teachers make good use of practical activities to reinforce pupils' understanding. For example, the folding and cutting up of rectangular strips of paper into halves and quarters helped Year 3 pupils to recognise these fractions and understand that two halves make one whole. The mixed age groups are managed well and the expectations of what each year group is expected to learn are clearly identified. Their evaluations of lessons give teachers a good knowledge of what individual pupils can do and where they are going to need extra help. They use this information well to adapt planning and ensure that pupils have the necessary skills to enable them to move onto the next step in their learning. The work in pupils' books reflects the balanced coverage of each area of mathematics. Pupils work hard in lessons and respond well to the advice and support offered by the class teachers and learning support staff. As a result, they have covered a good amount of work this term.
78. Most pupils in Key Stage 2 use standard written methods to add, subtract, multiply and divide. Higher attaining pupils confidently and accurately multiply pair of numbers, such as 507×93 and solve division problems by using multiples of the divisor. The teaching of these is satisfactory. However, pupils have few opportunities to use other written methods of calculation to reinforce and extend their mental calculation strategies in other subjects. The teaching observed of mental mathematics in the mixed age class of younger Key Stage 2 pupils was good. The teacher took some care over the very wide range of ability within the class. Questions were offered to the lower attaining pupils, and others stretched the more able. The teacher gave clear guidance and involved pupils in working examples so that they had a better understanding of what they were to do and learn. There was a good emphasis on the learning and use of mathematical language.
79. Pupils have a satisfactory knowledge and understanding of graphs and their usage, although the lack of labelling on graphs makes it difficult for others to interpret the data. Work in ICT and science supports Years 5 and 6 pupils' handling of data. They enter data onto a spreadsheet, and represent the information from investigations, such as into heating water, on computer-generated tables and line graphs. ICT is being developed to support learning in mathematics on a regular basis.
80. Throughout the school, teachers explain the purpose of the lesson at the start so that pupils know what they are to do and learn. Teachers make good use of demonstration to clarify their explanations and to put right any misunderstandings that they identified in pupils' work. They involve pupils in the working of these examples and this enables pupils to start the independent tasks with greater confidence. Most pupils listen carefully to the teachers and concentrate well on the task set. When tasks require pupils to work together they get on well and are willing to help and learn from each other.
81. Support staff help pupils to understand what is being discussed, and offer help and encouragement in the use of practical resources when they are struggling. This helps pupils to

gain in confidence and means that the learning of the lower attaining pupils and those with special educational needs is good. However, the target setting for individual pupils that has been introduced very recently is only just beginning to be effective, and it is too soon to know the long-term benefits for the higher-achieving pupils. Teachers' marking does not refer to these individual targets, and is often just ticks and crosses. Although monitoring of teaching has taken place, this has been insufficiently rigorous and effective in ensuring standards are raised.

SCIENCE

82. Inspection evidence shows pupils' attainment in the current Year 2 to be average when compared to national expectations. This reflects sound levels of achievement in science across Key Stage 1. This is an improved picture on that reported at the time of the last inspection. In Year 1, many pupils are beginning to understand the properties of familiar materials. Most pupils can sort objects into sets according to whether they are made from natural or man-made materials. By Year 2 pupils are able to plan, with support, a 'fair' test to investigate scientific questions. The teacher is also very keen to use the local environment.
83. The quality of teaching seen in Key Stage 1 is satisfactory overall. One lesson observed was good due to the care taken over making sure that pupils understood the nature of the task involved. However, although planning in this key stage is usually detailed and suitable emphasis is placed on scientific enquiry, work was planned to average levels with little opportunity for pupils to extend learning beyond this.
84. At Key Stage 2, the standard of the majority of pupils' work seen during the inspection was above average, and they make good progress. The previous inspection reported equivalent standards and so the school has maintained the provision and standards overall since 2000. In Years 5 and 6, pupils talk knowledgeably and with secure understanding about balanced and imbalanced forces and the effect these have on the movement of objects. The majority of pupils can plan and carry out a fair test independently, identifying key factors for consideration. They have secure skills of prediction based on scientific knowledge and understanding and form accurate conclusions from evidence collected. Due consideration is given to how they can improve the accuracy of their conclusions. With help, pupils are able to make accurate observations and measurements, and then analyse these with precision to inform further investigative work that supports their conclusions.
85. Teachers plan interesting and progressively more challenging investigations for pupils to carry out. For example, pupils in Year 1/2 plan and carry out investigations into how parts of the body work well together and independently. They are suitably supported in whole-class sessions to interpret their results so that accurate conclusions are drawn based on information collected. ICT is used when appropriate to record results. Pupils also use computers to write reports on their investigations and to research scientific facts. The practice of teaching scientific knowledge through structured investigation is effective in raising pupils' understanding of fair testing. All investigations start appropriately through questions, which require pupils to plan and consider carefully the process of testing. This effectively develops scientific enquiry skills. Pupils with special educational needs are given an appropriate amount of extra help mainly through the support of specialist teachers and teaching assistants. Average and higher attaining pupils at Key Stage 2 are given good opportunities to reach above average standards in knowledge and understanding of scientific facts and concepts. The level of investigations is planned to permit achievement at higher levels but is not always at an appropriate level for the individual pupil or group.
86. Units of work are well organised due to the constant dialogue between teachers, rather than systematic assessment procedures. However, this gives some guidance on how pupils should progress as they move through the school. More rigorous assessment procedures would raise teachers' expectations of what pupils are able to do and they could plan work effectively, to match individual pupils' learning needs more closely. The co-ordinator monitors

the delivery of content and reports any ambiguity at staff meetings. This monitoring also gives useful information on resource needs. Targets for improvement have been identified and are being developed into an action plan, which will support the raising of standards across the school. There is a sufficient range and quality of resources to meet the requirements of the subject.

ART AND DESIGN and DESIGN AND TECHNOLOGY

87. Attainment in art and design and in design and technology is broadly in line with national expectations both in Year 2 and in Year 6. Only one art lesson was observed during the inspection so this judgement is based primarily on a scrutiny of wall displays.
88. In the Year 1/2 class, pupils have designed and sewn an underwater collage with a colourful felt fish, using sand and shells for the background. Sewing was neat and careful and the finished pictures demonstrated a good sense of composition. As part of a topic on 'Ourselves', pupils have drawn self-portraits at three monthly intervals. Progress was evident in their observational drawing skills over time. This was extended by the making of clay heads that enabled pupils to investigate alternative materials. The end results demonstrated a confident use of a new medium and considerable originality in design.
89. Pupils' good observational drawing skills are built on in Years 3 and 4. Carefully observed and delicately executed drawings of fuchsia flowers demonstrated refined use of materials.
90. In design and technology lessons in Years 3 and 4, pupils had investigated packaging and evaluated it for purpose and function. In Years 5 and 6, pupils had designed and made mock ups of slippers, which were then evaluated for suitability of purpose and comfort.
91. The quality of teaching in the one lesson observed was good and the scrutiny of displays indicates that teachers have good subject knowledge. Pupils make satisfactory progress as they move through the school. The quality of displays is high and they help to create a lively and stimulating learning environment.
92. The school is aware of the need to develop a scheme of work that incorporates the progressive development of skills in a variety of media. A good beginning has been made on developing this at an informal level but it needs to be formalised and supported by a portfolio of levelled work for each stage in order to match tasks in lessons to pupils' existing ability.

GEOGRAPHY and HISTORY

93. Standards in both geography and history are satisfactory and broadly in line with the expected standard by the end of Year 2 and Year 6. However, from Years 3 to 6 onwards there is an emphasis on factual knowledge and too little emphasis on the development of subject specific skills together with a reliance on worksheets from commercial schemes to structure learning.
94. In Years 1 and 2 both subjects are taught within a broad topic framework but an appropriate emphasis on developing pupils' understanding is maintained. For example a former pupil who started school in 1931 was interviewed and pupils have compared the experience of childhood from the Stone Age until the present day.
95. From Years 3 to 6, pupils' work comprises of completed worksheets but there are examples of extended pieces of writing and independent research. A two-year rolling programme of topics ensures different subject matter in subsequent years although activities are the same for both year groups in each class. This can result in a lack of challenge for older or higher attaining pupils.

96. In the one history lesson observed, in the Year 1/2 class, the teaching was good. The teacher used a wall display to good effect, stimulating a discussion on whether paintings are historically accurate or not or whether they were painted with an ulterior motive. As a result, pupils begin to get a real perception of why people in the past acted as they did.
97. In the one geography lesson observed the teaching was unsatisfactory. Although learning materials were well prepared, they were not used to good effect. The pace of the lesson was slow and the pupils who were interested in the photograph and map provided had too few opportunities to contribute their ideas.
98. The curriculum in both subjects is based on national guidelines and the school has identified that a scheme of work needs to be developed which is relevant to its specific circumstances and which systematically builds on the very interesting history and features of the immediate area. For example, although the school arranges residential visits for its older pupils, and this adds a great deal to their social development and provides links to the science, ICT, geography and history curriculum, these are not used specifically to support learning on contrasting localities.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. The provision of information and communication technology now meets the statutory requirements of the National Curriculum. This is an improvement on the position at the last inspection. At the end of Key Stage 1, the progress and achievement of the majority of the pupils is in line with national expectations. At the end of Key Stage 2, in the major areas of word processing, data handling and the use of multimedia software and illustrations, levels achieved are above expectations for pupils of their age. Scrutiny of pupils' work used in displays showed evidence of information and communication technology being used in different curriculum areas, although the planning is based on national guidelines that are not appropriate for a school of this size. Opportunities for pupils to use a range of information and communication technology equipment and software have now been established throughout the school, and the use of a local independent school's ICT suite is regular feature and pupils' progress has increased as a result.
100. By the end of Year 2, many pupils know and can name different parts of the equipment. Most pupils can use the mouse with confidence to load and select various functions to draw different patterns with colour in an art package. Many are able to use simple software to enhance their numeracy curriculum, and they can input text into a word processor and draw using different software packages. Many can store data gathered from other pupils and present that information in the form of a simple graph. In Key Stage 2, working in pairs, pupils are able to access the Internet and begin to store data in a simple database or word processor from the evidence collected. The way they are able to add graphics and use the minimise functions to do this is a good achievement.
101. Progress throughout the school is satisfactory. The head has made a considerable impact on learning by arranging for the pupils to use the computer suite in another local school and by making software training available to other teachers and giving them generous amounts of support. All examples seen showed that teachers have sufficient knowledge to make their use of information and communication technology meaningful. The school has begun to use the Qualifications and Curriculum Authority guidelines to offer sufficient guidance to those staff who are not skilled in the use of computers in the classroom, but these have not yet been modified to fit the exact needs of the school.
102. Pupils' attitudes and behaviour in the examples seen of information and communication technology in use were good. It was not possible to see sufficient lessons in information and communication technology to make a judgement on the quality of teaching. In the Year 5/6 lesson observed, the teacher's good knowledge of the subject and clear explanations enabled

pupils to make good progress in their learning. The way in which pairs came together for this lesson and worked very co-operatively on using the multimedia software was impressive.

103. The headteacher is very keen and enthusiastic and has a very good idea of where the school needs to focus in the immediate future. There are now sufficient, good quality, computers in the school, with adequate software, to meet the needs of the National Curriculum.

MUSIC

104. The majority of pupils' standards of achievement throughout the school are above nationally expected levels. During the lessons observed, pupils knew a good range of songs and performed these with actions. The majority sang with confidence and enjoyment and many of them have strong voices. Most pupils seen during the inspection had a well-developed awareness of keeping a steady beat when singing or when using instruments. They worked together very well, refining their performance. They were particularly adept at singing different songs in a round and keeping to their own tune.

105. There are many pupils learning instruments, and the groups in the lessons taken by the part-time instrumental teacher were particularly effective. The pupils' joy was good to see. They all joined in and enjoyed the whole experience. They were very well behaved throughout, listened carefully and carried out instructions well. Many pupils in the assemblies showed a good level of singing ability.

106. Pupils' attitudes to music are generally good. They behave very well when taking part in practical activities and handle instruments carefully. This was particularly true in the whole-school lesson observed when pupils were focused on singing different songs through playing, listening and moving to the music being played.

107. The teaching of the other part-time teacher, who spends one afternoon in the school, was very good. Too little of other lessons was seen to form a secure judgement of teaching overall. The part-time teacher's lessons moved along at a very good pace to take full advantage of the time available and to ensure that there was good momentum to pupils' learning. She has a very good knowledge of the subject and her enthusiasm is infectious. She managed the pupils effectively and monitored them carefully when they were all working on practical tasks. She also acts as the school's music co-ordinator and has moved the school forward very well in the last few months.

108. The range of musical resources is good. There are many tuned and un-tuned percussion instruments. There is sufficient time allowed on the timetable for the subject to provide further opportunities and continuity for the pupils.

PHYSICAL EDUCATION

109. Attainment in gymnastics at the end of Year 2 is in line with national expectations, and pupils, including those with special educational needs, make satisfactory progress in the development of their skills. The school has a satisfactory programme of swimming and it is clear that, by the time they leave the school, most pupils are able to swim 25 metres. It is not possible to compare present standards for pupils at the age of eleven in all aspects of physical education with those reported at the last inspection as only one lesson was seen.

110. Pupils experience a balanced programme of activities, which includes gymnastics, games, swimming and dance. Planning is based on the national guidance for the subject and ensures that there is a good focus on the development of pupils' skills.

111. In the lesson observed the quality of teaching was satisfactory. It began purposefully with good warm up exercises. These linked well to the main theme of the lesson. Pupils were given

clear instructions about what was expected of them and were encouraged to do their best. There was good monitoring of pupils' progress and the teacher intervened appropriately to make teaching points or highlight good work. Pupils took part in the lesson enthusiastically, and worked well with their partners to extend the shapes they created with their body. Good opportunities were provided for pupils to evaluate each other's performance. They took notice and made improvements to their work.

112. The school has good suitable facilities for outdoor physical education and games, but has no hall of its own. The school makes use of their canteen up the hill in order to develop pupils' skills in gymnastics and dance. This is a poor building and additional time has to be added to the lesson to allow for the walk there and back.
113. The curriculum is enhanced by the after-school sports club, which offers pupils football, athletics, rounders, cricket and tennis at various times during the year. The clubs are very popular and the uptake by pupils very good. The annual Years 5 and 6 residential visit to an adventure centre further enhances the provision and pupils have opportunities to take part in a wide variety of interesting outdoor activities.

RELIGIOUS EDUCATION

114. Standards pupils achieve by the age of seven and eleven meet the expectations set out in the locally agreed syllabus for religious education. Although there is no detailed scheme of work to indicate precisely what is being taught in each class, religious education contributes to aspects of pupils' spiritual, moral, social and cultural development well. Teachers make good use of story telling and discussion, and because of this, pupils soon develop their ideas about other religions.
115. By Year 2, pupils know who Jesus' friends were and can identify what characterises a good friend. They know what presents were given to Jesus by the Three Kings and are beginning to understand why people give presents. They know that the Christian religion is the main tradition of the United Kingdom through visits to their local church and the vicar is a familiar figure in school. Assemblies make a positive contribution to their religious knowledge. Divali is studied as an example of worship in a faith other than Christianity. Pupils in Key Stage 1 learn about special occasions, special places and relationships. They can write to a good standard when they write about Christmas and other celebrations, but they are given too few opportunities to write in this way. Their books show pupils are forming their own views; they know about some Christian and other religious traditions.
116. In Years 3 to 6, pupils are introduced to the different denominations within Christianity. They look at the layout of religious buildings and how the Church of England came into being. They are beginning to appreciate how metaphor and symbols are used as ways of explaining meaning.
117. In the two lessons observed, the teaching was satisfactory or better. Teachers are generally confident about the factual content of lessons and encourage thoughtful discussions. In the better lesson, pupils were encouraged to be analytical and explore extra layers of meaning. Questions challenged pupils to think, and then to express their views at some length. Pupils are sensitive to each other's views on these occasions because of the very good relationships maintained in all classrooms. Good use is made of comparing festivals, beliefs and values of major world faiths, for pupils to identify similarities and differences that enable them to develop a clearer understanding. Through these positive discussions, pupils are eager to share experiences, ask questions and share concepts.
118. Teachers' planning shows sound coverage. The curriculum is based on the locally agreed syllabus and the school is in the process of creating a scheme of work with the local authority advisor that will indicate precisely what is being taught in each class.