

INSPECTION REPORT

ROLVENDEN PRIMARY SCHOOL

Rolvenden, Cranbrook

LEA area: Kent

Unique reference number: 118379

Headteacher: Mrs. B. Scott

Reporting inspector: Mrs. J. Catlin
21685

Dates of inspection: 16 – 18 September 2002

Inspection number: 247885

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Hastings Road
Rolvenden
Cranbrook
Kent

Postcode: TN30 7EG

Telephone number: 01580 241444

Fax number: 01580 241496

Appropriate authority: The Governing Body

Name of chair of governors: Mrs. J. Stickland

Date of previous inspection: October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21685	Jenny Catlin	Registered inspector	Mathematics Geography History Special educational needs	What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9370	Rosalind Wingrove	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
12764	Wendy Thomas	Team inspector	English English as an additional language Art and design Music Religious education Foundation Stage	
27698	Gordon Phillips	Team inspector	Science Information and communication technology Design and technology Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PkR Educational Consultants Ltd
6 Sherman Road
Bromley
Kent
BR1 3JH

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rolvenden Primary School has 93 pupils on roll, which includes seven part-time reception age children, and is smaller than other schools of this type. The majority of pupils are from a white UK background. Most children enter the reception classes with attainment in line with that expected for their age, although there is a considerable minority with above average attainment. The percentage of pupils entitled to free school meals is over eleven per cent; this is average nationally. There is one pupil who speaks English as an additional language. The percentage of pupils identified as having special educational needs, over 18 per cent, is about average nationally. Over two per cent of pupils have a statement of special educational need; this figure is about average. In the current cohort of Year 6 pupils, over 30 per cent have been identified as having special educational needs. The school's main aim is to develop all children to the best of their capabilities, valuing them as individuals, accepting differences and encouraging particular talents in a safe, healthy and stimulating environment.

HOW GOOD THE SCHOOL IS

This is a good school. The positive and caring ethos is reflected in all its work. The management and leadership of the school are good and pupils' attitudes to learning are also good. The personal development of pupils is very good, in Years 3 to 6, and they enjoy good relationships both with one another and with adults. Standards of attainment are improving across the school and many pupils are now making good progress during their time in the school. The quality of teaching is satisfactory overall, although it is good in the junior classes with some very good features. There is a shared commitment and a capacity to succeed by all who work in the school. Value for money is good.

What the school does well

- Improved standards in English, mathematics and science by the end of Year 6 due to the good teaching they receive.
- Above average standards in history at the end of Year 6.
- A broad range of learning opportunities, for pupils in Years 2 to 6, which contributes to the good progress now being made by pupils in Years 3 to 6.
- The good provision for pupils with special educational needs, which ensures they make good progress.
- Very good provision for personal development in Years 3 to 6.
- High quality information for parents leading to a very good partnership.
- Good leadership from the headteacher results in effective teamwork with staff and governors enabling them to have a clear understanding of the school's strengths and areas for improvement.

What could be improved

- The quality of teaching and curriculum planning for the youngest children to improve their attainment and progress.
- The overall level of challenge for more able pupils up to the age of seven.
- The content and quality of all pupils' writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. It has made good progress since that time and the majority of weaknesses identified at that time have been effectively resolved. The quality of teaching has improved and as a result, pupils' performance has been raised through teachers having higher expectations of what pupils are able to learn, understand and do. These improved standards are also a result of well-developed activities planned by the staff and improved approaches to marking pupils' work to ensure improvements in their learning. The system of keeping records of pupils' attainment and progress is now considerably improved and provides the school with secure information for moving pupils forward in their learning. Teachers regularly undertake scrutiny of pupils' work to ensure that they are all learning as much as possible, particularly in using and applying their mathematical skills to problem

solving activities and in scientific investigations and experiments. A considerable amount of the school's budget has been spent on increasing the number of computers to raise attainment. Pupils now achieve satisfactory standards because teachers systematically teach computing skills throughout the school. Computers are used across the curriculum and there are some very good resources to support the work. Enhancing the provision for the youngest children in the school has been partly addressed by improving the provision of large outdoor apparatus. However, the range of activities provided for children to choose from is not sufficiently linked to the expected standards for children of this age and the school has made unsatisfactory progress in this aspect of their work. The implementation of the literacy and numeracy strategies has helped the school to raise standards and to set individual targets for pupils in reading, writing and mathematics.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	E	D	D
mathematics	D	D	C	D
science	C	E	E	E

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

The above table shows that standards in English were below the national average at the end of Year 6 in 2001. In mathematics, standards were in line with the national average but in science they were well below average. When compared with similar schools, standards in English and mathematics were below the average for these schools but in science they were well below. When the school's results in earlier years are taken into account they show consistent improvement in mathematics. It is important to note that these national comparisons should be treated with considerable caution because of the impact of small cohort sizes on the variability of statistics from one year to another. However, when comparing the trend in the school's results over the previous three years, it is clear that pupils have been achieving below national averages, particularly at the higher level 5.

Results for Year 6 pupils in 2002 improved considerably, particularly in mathematics and science, because all pupils gained the expected level 4 and a significantly greater proportion than last year achieved at the higher level 5 in both these subjects. However, there is currently no comparative data for national figures. What can be said is that when comparing the results for the 2002 group of pupils, progress since this group took national tests at the end of Year 2 was good. Consequently, the school is now more successful in achieving its aim of meeting the needs of all pupils including those with special educational needs and from different backgrounds.

At the end of Year 2, the average National Curriculum point scores for 2001 show that in comparison with all schools nationally, the school's performance in reading, writing and mathematics was well below average. These results show underachievement by the majority of pupils. One reason for this is that the pupils have not been given a good enough start in the earliest years of their education and this situation is still an issue. Also, there have been low expectations of what pupils by the age of seven should know, understand and do in order to achieve national standards. The quality of teaching that pupils in Year 2 now receive is satisfactory with some good features and this is enabling them to make better progress. There is strong evidence in samples of their work that last year's Year 2 cohort did not make enough progress when compared with their attainment on entry to the school. Consequently, few achieved at the higher level in reading, writing or mathematics.

Results at the end of Year 2 for 2002 show improvement but are not as marked as those at the end of Year 6. However, all pupils achieved the expected level in mathematics and 89 per cent achieved the expected level in reading and writing. Despite these improvements there continue to be few pupils achieving at the higher levels. This indicates that the teaching of these pupils in the past has not been challenging enough for higher attaining pupils.

Inspection findings are that many pupils in the junior classes are achieving well and making good progress. Overall, attainment in English, mathematics and science for the current cohort of Year 6 pupils is in line with the national average. Attainment in history is above average and in information and communication technology, religious education, art and design, design and technology, geography and physical education standards are in line with those expected. Not enough music lessons were seen to make a secure judgement about standards across the school. Realistic targets set in English and mathematics for 2003 are appropriately challenging and the school is likely to achieve them.

Inspection judgements for the current cohort of Year 2 pupils show that attainment in reading, writing and mathematics is average and higher achieving pupils are beginning to be challenged in their learning. Standards in science, information and communication technology, religious education, art and design, design and technology, geography, history and physical education are in line with those normally expected for pupils of this age. Standards for pupils currently in Year 2 are high enough and pupils achieve satisfactorily.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children are enthusiastic to come to school and eager to engage themselves in the wide variety of interesting and purposeful activities set for them. Their good attitudes contribute to the progress they make.
Behaviour, in and out of classrooms	Satisfactory. This is at its best in the junior classes due to the high expectations teachers have for their pupils. Behaviour for younger pupils is satisfactory overall but there is some challenging behaviour in Year 2 from a significant minority of pupils.
Personal development and relationships	Overall, the personal development of pupils is good. From an early age pupils relate well to each other and grow in confidence. There are very good opportunities for pupils of all abilities to extend the use of their own initiative and personal responsibility in the junior classes.
Attendance	Overall levels of attendance are very good because the pupils enjoy being in school.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is satisfactory and it is good in Years 3 to 6. This is an improvement since the last inspection. It meets the needs of most pupils and ensures equality of opportunity. There was a small proportion of unsatisfactory teaching for the youngest children. The quality of teaching in numeracy, for pupils in Years 3 to 6 is good overall and it is satisfactory in literacy with some strengths, particularly in reading. The quality of teaching for children in the Foundation Stage is satisfactory overall

although there are concerns about the teaching of these young children. In Year 2, teaching is satisfactory with some strengths. Teachers' expectations of pupils' performance are increasing and they are good for all pupils in the junior classes. Overall, the management of pupils' behaviour, particularly in the junior classes is effective, which results in positive attitudes to learning. Across the school, most teachers have a good command of the subjects to be taught. Marking of work is good and where teachers make comments on the quality of work with helpful and informative comments on how to improve, there is clear evidence that subsequent work is improved. However, this approach is inconsistent. The strengths of the good teaching are the pace of many lessons, which enables pupils in Years 3 to 6 to achieve well and make good progress, plus the sharing of the aims of lessons with the pupils. This approach enables pupils to have a clear understanding of what is to be covered during the session and for them to recognise what they have learned. A notable feature of good and very good teaching is the way in which pupils are encouraged to analyse what kind of learner they are. This helps teachers to adjust teaching styles to involve each pupil and makes a significant contribution to their independent learning skills.

Teachers' use of information and communication technology to support other subjects is good and has improved considerably since the last inspection. Opportunities to develop this area are included effectively in teachers' lesson planning and, as a result, pupils make good progress throughout their time in the school. The quality of teaching for pupils with special educational needs is good with well-trained teaching assistants usually providing invaluable support. However, their use is not always effective in addressing the needs of some pupils with challenging behaviour. Weaknesses in otherwise satisfactory teaching are linked to maintaining sufficient pace to lessons to ensure all pupils remain on task. This is also linked to the challenging behaviour shown by a significant minority of Year 2 pupils. On occasions, this has a negative effect on the progress made by the pupils in this class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum for the majority of pupils. However, it does not meet all the needs of children at the early stages of their education. Religious education needs to be reviewed to ensure that it meets the requirements of the new 2002 Agreed Syllabus.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The new requirements are applied effectively and individual education plans have clear targets. Pupils receive good support from the learning assistants and, as a result, these pupils make good progress.
Provision for pupils with English as an additional language	The provision is good and enables these pupils to achieve at the same rate as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good and pupils are encouraged to be independent and also thoughtful to the needs of others. There is good provision for pupils' spiritual, moral and social development. Provision for cultural development is satisfactory.
How well the school cares for its pupils	Pupils are well cared for and good provision is made for their general welfare. Their personal development, attainment and progress are effectively tracked during their time in the school.
How well the school works with parents	This is a significant strength of the school's work. There are very good links with parents who receive very good, detailed information about school events, the curriculum and their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The good leadership of the headteacher ensures clear educational direction in the school. She is supported effectively by governors and staff who work together successfully to improve standards.
How well the governors fulfil their responsibilities	The governing body is very effective in carrying out its statutory duties. It is clear about its role to ensure that pupils receive a good education and that the school continues to strive to raise standards.
The school's evaluation of its performance	The school is active in weighing up its performance, this does not apply to the youngest children, and as a result it has a good understanding of its strengths and weaknesses. This is enabling it to raise standards at the end of Key Stage 2, particularly at the higher level 5.
The strategic use of resources	Effective use is made of available grants, funds and resources. The governors take into account all possible prices before making a final decision on spending. Staffing levels and resources are satisfactory and classrooms are used well.

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. • Their children are making good progress. • The teaching is good. • The school is well led and managed. • The school is helping their children become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work their children are asked to do. • The information about how the children are getting on. • The school working more closely with parents.

The inspection team agrees with the positive views of the parents. Some parents do not agree that their child get the right amount of work to do at home. Pupils take books home regularly and appropriate homework is set in both literacy and numeracy. Not all parents agreed that they were well informed about how their children are getting on. The procedures for keeping track of children's attainment and progress are good. Teachers know the children well and share this information at parents' meetings and through the annual written reports. Teachers are also available at the end of the school day for any issues parents wish to raise. The school works closely with parents and this is a significant strength of their work. The inspection team does not support parents' concerns in these three areas.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2001, standards in English were below the national average at the end of Year 6. In mathematics, standards were in line with the national average but in science they were well below average. When compared with similar schools, standards in English and mathematics were below the average for these schools but in science they were well below. When the school's results in earlier years are taken into account they show consistent improvement in mathematics. It is important to note that these national comparisons should be treated with considerable caution because of the impact of small cohort sizes on the variability of statistics from one year to another. However, when comparing the trend in the school's results over the previous three years, it is clear that many pupils have been achieving below national averages, particularly at the higher level 5.
2. Results at the end of Year 6 for 2002 improved considerably, particularly in mathematics and science, because all pupils gained the expected level 4 and a significantly greater proportion than last year achieved at the higher level 5 in both these subjects. However, there is currently no comparative data for national figures. What can be said is that when comparing the results for the 2002 group of pupils, progress since this group took national tests at the end of Year 2 was good and evidence from this cohort's work samples also indicate good progress and above average attainment. Consequently, the school is now more successful in achieving its aim of meeting the needs of all pupils including those with special educational needs and from different backgrounds. A further factor in the good progress being made in mathematics by the end of Year 6 is that, for the past two years, Year 6 pupils have been taught by the headteacher separately from Year 5 pupils. This has enabled the school to focus very carefully on the needs of this group and to ensure that each individual pupil is challenged effectively.
3. In the tests at the age of seven, the average National Curriculum point scores for 2001 show that in comparison with all schools nationally, the school's performance in reading, writing and mathematics was well below average. When compared with similar schools, standards in reading and mathematics were well below the average for these schools but in writing they were below. These results show under-achievement by the majority of pupils. One reason for this is that the pupils have not been given a good enough start in the earliest years of their education. This situation is still an issue because Year 1 pupils remain with reception age children for the Autumn term, at the end of which the most able pupils then transfer to the Year 2 class where, overall, they make better progress. Also, there have been low expectations of what higher attaining pupils by age seven should know, understand and do in order to achieve national standards. The quality of teaching that the current cohort of Year 2 pupils now receive is at least satisfactory with some good features and this is enabling them to make better progress. There is strong evidence in samples of work that last year's Year 2 cohort did not make enough overall progress. Consequently, few achieved at the higher level in reading, writing or mathematics.
4. Results at the end of Year 2 for 2002 show improvement but are not as marked as those at the end of Year 6. However, all pupils achieved the expected level in mathematics and 89 per cent achieved the expected level in reading and writing. Despite these improvements there were few pupils achieving at the higher levels. This

indicates that, in the past, the teaching of these pupils has not been challenging enough for higher attaining pupils.

5. The proportion of pupils claiming entitlement to free school meals, the basis for comparing the performance of schools, has increased in the last two years to 11.6 per cent. Therefore, the group of schools with which 'similar schools' comparisons are made has been changed from schools with fewer than 8 per cent of pupils entitled to free school meals, to schools where the proportion lies between 8 and 20 per cent. Even so, comparison with schools in the second group indicates that English and mathematics results at the school were below average in 2001 and in science, results were well below average.
6. Inspection findings are that many pupils in the current junior classes are achieving well and making good progress due to the good quality teaching they are receiving and the tracking and monitoring of their progress through the school. This is having a favourable impact on their attitudes to learning which are positive. Overall, attainment in English, mathematics and science for the current cohort of Year 6 pupils is in line with the national average. Attainment in history is above average and in information and communication technology, religious education, art and design, design and technology, geography and physical education standards are in line with those expected. Not enough music lessons were seen to make a valid judgement on standards within the school. Realistic targets set in English and mathematics for 2003 are appropriately challenging and the school should achieve them. Targets set for Year 2002 were met in both English and mathematics.
7. Inspection findings are that attainment in reading, writing and mathematics, for the current cohort of Year 2 pupils, is average and higher achieving pupils are being suitably challenged in their learning. This is due to the improved teaching these pupils are now receiving and greater expectations from the teacher of what these pupils should know and understand by the end of Year 2. Standards in science, information and communication technology, religious education, art and design, design and technology, geography, history and physical education are in line with those normally expected for pupils of this age. Overall, standards for pupils currently in Year 2 are high enough and pupils achieve satisfactorily.
8. The staff and governors are now more analytical in responding to test results and as a result, identify where weaknesses in performance exist. This information is then included in the following year's school development plan and action is taken to determine where improvements need to be made to teaching, learning and the curriculum arrangements. These initiatives are having a positive effect on standards, which are now rising.
9. Pupils with special educational needs attain standards in line with their abilities. Their progress is good in mathematics and satisfactory in reading, writing, science, art and design, information and communication technology, geography, history, music, physical education and religious education. This is because the level of support provided for these pupils is good. Teachers, teaching assistants, parents and volunteer helpers create a positive climate for learning, well supported by regular input from a range of outside agencies. The two pupils with a statement of special educational need make good progress and receive structured support. The school has identified a few gifted and talented pupils and they are achieving well, most notably in mathematics.
10. Most pupils' average standards of literacy are sufficient to support their learning in subjects across the curriculum. However, the skills learned in literacy lessons are not

always used effectively in other subjects, for example, in geography although they are used well in history. When literacy skills across the curriculum are not used effectively it is because there is an over-use of worksheets which limits the amount of writing required from pupils. Standards of numeracy are satisfactory and are used effectively in subjects such as science and design and technology. Computing skills are suitably taught throughout the school and computers are used effectively across the curriculum.

Pupils' attitudes, values and personal development

11. Many parents told the inspectors how much their children liked school and how happy they are there. There is no problem at all in getting them to attend. The high attendance rate shows this. The school offers an exciting learning environment for most of the classes and the pupils respond by their hardworking attitude. Overall, behaviour is satisfactory. In the junior classes, classrooms are generally quiet, business-like places and pupils' behaviour is good. Staffing problems and some weak teaching in previous years have led to unsettled behaviour and lack of progress in Year 2, although for the majority their behaviour is satisfactory. This situation is being overcome and already these pupils are beginning to catch up and make better progress. Pupils are pleased to show their work or to read to visitors and are proud of what they are achieving. They are articulate, friendly and generally well mannered. Relationships between pupils and between adults and pupils are good. Pupils are learning about the importance of relationships with other people and the need to respect their feelings. It was noticeable how helpful the pupils are especially at lunchtime when they help with serving and clearing away.
12. The school has developed a good behaviour policy and pupils know what is expected of them. Pupils in each class take part in decisions on the class code of conduct. Parents are aware that Golden Time will be reduced for those children who do not heed warnings about their behaviour. The majority of parents sign and return the Home/School agreement. In exceptional circumstances, parents will be contacted and invited to come and discuss their child's non-co-operation. The governors have a policy of not excluding pupils. If it appears that one is in some difficulty, probably due to circumstances outside school which are leading them to misbehave, the staff will find a mentor to work with the pupil and try to overcome the present difficulty. This is a big advantage of a small school. No anti-social behaviour was observed during the inspection. The pupils are treated as mature young people and allowed the freedom of the school.

HOW WELL ARE PUPILS OR TAUGHT?

13. The overall quality of teaching and learning is satisfactory but it is good in the junior classes. It meets the needs of the majority of pupils, ensures equality of opportunity and has improved since the previous inspection. Three unsatisfactory lessons were observed. The quality of teaching in numeracy across the school is good overall, although within this, some teaching is very good. In literacy, teaching is satisfactory with some strengths in the junior classes. In the remaining lessons, teaching and learning are satisfactory. Teaching is strongest in the juniors. Teaching methods for developing literacy and numeracy skills in other subjects are appropriate, although in history there is good evidence of pupils reinforcing their literacy skills in Year 5/6. Since the last inspection, teaching and learning have improved despite a high staff turnover. This is because there is a more rigorous approach to class observations and a focus on developing training needs has contributed significantly to the improved teaching and learning.

14. There are few areas of weakness in the teaching of pupils in Years 2 to 6. Good practices are seen in the keeping of records showing the progress pupils have made although as yet, these are not consistently applied throughout the school. Marking of work is good and where teachers make comments on the quality of work with helpful and informative comments on how to improve, there is clear evidence that subsequent work is improved. However, this approach is inconsistent. Occasionally, learning objectives are not as clear in all lessons. The inspection acknowledges that much has already been achieved in this area and it is developing well.
15. The teaching of the youngest children in the school is satisfactory overall, but has significant shortcomings. The medium-term curriculum planning takes account of the expected standards for these young children and shows how these link with the activities for Year 1 pupils. This is satisfactory. However, this does not transfer to the teacher's daily planning. In practice, the needs of Year 1 pupils are better met than those of the reception children. Lesson planning often states that children will initiate their own activities. This is appropriate in encouraging children's independence in learning but the range of activities provided for them to choose from is not sufficiently linked to the expected standards for children of this age. This results in a lot of play that is not purposeful and does not promote learning. In some of the sessions observed, there was no adult-led activity. Consequently, many of these children do not make the progress of which they are capable and this impacts negatively on the pupils' results at the end of Year 2, particularly those of higher attaining pupils.
16. Teachers' planning is informed by Curriculum Guidance 2000. Subject managers have oversight of planning across the school. Teachers share good practice and there is a climate of a collegiate approach. Planning is thorough and takes into account the needs of different abilities. It is usually detailed and comprehensive. Planning usually identifies learning objectives and these are shared with pupils and are reinforced throughout lessons. Tasks are challenging and teachers' subject knowledge is secure. The use of the literacy and numeracy strategies is helping to raise the teachers' expertise. Expectations are good.
17. Teaching methods are effective in Years 2 to 6. Teachers use clear explanations and challenging questions to extend and check what pupils know. They provide a good balance between intervention and explanation. Good examples of this were seen in mathematics. Teachers use a range of subject specific vocabulary. Plenary sessions, when used, provide good reinforcement of learning. Good use is made of practical demonstrations, as in science, when Year 6 pupils record experiments in a very systematic way using description of what they are testing, diagrams and drawings and a range of predictions. Throughout their studies on materials, life and physical processes they illustrate their understanding of the key concept of fair testing. The lack of investigative work was a criticism of the last report. Pupils now do more experimental work, and understand why a test is fair. The use of the computers gives increased opportunity for developing skills in information and communication technology.
18. Teachers know their pupils and treat them with respect. Teachers manage the lessons well and overall, behaviour management strategies are quickly and consistently applied so there is minimal time wasted. Classroom management is unobtrusive and effective. In physical education, teachers have good control of pupils and this encourages high levels of concentration and activity. Pupils are eager to learn and in some of the best lessons, praise is used continuously, to reward good effort and thereby promoting self-confidence. Particularly good examples of this were seen in Years 3 to 6.

19. Most lessons are brisk and purposeful with well-established routines, providing a clear working atmosphere with pupils' attention immediately engaged. Teaching assistants help pupils to meet their learning objectives and provide valuable support, contributing positively to pupils' learning and standards achieved. Resources are well used overall. Assessments of attainment on entry to Year 1 are used effectively to help teachers plan work. Teachers have a good range of information about pupils' prior attainment and are building on this.
20. The teaching of pupils with special educational needs is good. This is because teachers are fully involved in writing well-constructed individual education plans and brief teaching assistants well each day. In class, teaching assistants provide good support, thereby enabling pupils to learn successfully alongside their peers.
21. Many pupils are now making good progress. They acquire new skills, knowledge and understanding and are developing appropriate intellectual, physical and creative skills. Pupils are really interested in learning and they concentrate hard and work well independently. They enjoy answering questions and interacting with each other. Most pupils work well in pairs, in groups or individually. They enjoy taking some responsibility for their own learning. In literacy, pupils have good opportunities through the use of a thesaurus, to find alternative words for common mundane words, for example, 'nice' and 'big', to help make their writing more interesting and they enjoy this. In science, pupils in Year 2 are particularly keen to investigate different light sources and compare their results. Although they work quite hard, the work scrutiny of individual pupils shows that there was insufficient recording of some work in the past, and the quality was not always good. This is no doubt related to the impact of previous staffing difficulties. Consequently, pupils' output and rate of progress was previously lower than expected for pupils of their age. Pupils understand how well they are achieving and what more they need to do to improve further. Older pupils are very clear about their personal targets. Pupils use information and communication technology to research and enhance the quality of their work.
22. A notable feature of good and very good teaching is the way in which pupils are encouraged to analyse what kind of learner they are. Some display cards on their desks stating, for example, that they learn best through practical or linguistic approaches. This helps teachers to adjust teaching styles to involve each individual or type of learner and makes a significant contribution to pupils' independent learning skills.

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

23. The quality and range of learning opportunities provided for pupils are good. The curriculum covers all subjects with an appropriate focus on the key areas of literacy and numeracy. Older pupils have the further opportunity to study French and to practice their knowledge of the language in a visit to France. The school has the benefit of its own swimming pool. Careful curriculum planning allows each pupil to swim four times per week in the second half of the summer term. Appropriate time is allocated to each subject. Strategies for teaching literacy skills are satisfactory and good for numeracy. At the time of the last inspection there was a lack of detailed schemes of work in a number of subjects. These have now all been developed to help teachers plan and ensure that pupils progress and cover the key concepts. In a school which has two year groups in most classes, this is a challenging task for subject managers who work very successfully to make sure that work is not repeated and pupils have appropriate

challenges for their age and ability. A significant strength, particularly in the junior classes, is the range of opportunities for pupils to analyze their own strengths and weaknesses in subjects and set their own targets for development.

24. The school has adopted national initiatives to assist in their drive to push up standards such as Early and Additional literacy skills. They have also been awarded the Quality Mark by the Basic Skills Agency for their curriculum developments.
25. The school has only one pupil with English as an additional language. The school subscribes to the local education authority's support service so that when pupils arrive needing support, arrangements are made for their fluency in English to be assessed. The advisory teacher then visits the school on a regular basis depending on the pupils' needs. This teacher gives support and advice to class teachers as well as to individual pupils. Pupils' progress is regularly reviewed and the school is able to call upon the advisory teacher for support and advice if any concerns arise.
26. The school is fully inclusive and pupils are supported well. The curriculum provided for pupils with special educational needs is good throughout the school. Pupils' needs are identified at an early stage and appropriate individual education plans ensure that they make good progress. These plans are shared with the teaching assistants who provide good support for pupils. These pupils take a full part in lessons and their individual education plans have appropriate medium and long-term targets. Class teachers and teaching assistants are involved in the writing of the plans and the setting of targets.
27. As well as the statutory curriculum, pupils have the opportunity to take part in a good range of extra-curricular activities, particularly for a small school. Tennis, swimming, netball, rounders, dance, football, cookery, recorders, drama and Latin are all included. These activities have a beneficial effect upon pupils' successes; the netball team, for example, won their area competition last year against a number of larger schools. The school also takes part in a number of special events which in the last year included football breakfasts, a variety show, a traditional May Day celebration and a Harry Potter evening. There are a number of educational outings, a particular feature for older pupils being the opportunity for residential visits and to places where they will mix and learn with large gatherings of others to help ease the transition from small village school to larger institutions.
28. The school believes strongly that their support for different learning styles and the use of this approach to ensure equal opportunities has had a significant effect on the recent improvements in results for Year 6 pupils.
29. As indicated above, there are positive links with educational and other local institutions and community groups. Last summer, Year 6 pupils took part in a series of lessons, which began at the end of their time in primary school. These were continued as soon as they reached their new school. The school has links with the local church, the business community and a very beneficial contact with the local prison, which resulted in free labour for the repainting of the whole school during the school holidays. Members of the local community run some of the clubs mentioned above.

30. Provision for personal, social and health education is good overall, although for pupils in Years 3 to 6 it is very good. There are policies for sex education, anti-racism and teaching about drug misuse. There are units within the science curriculum to encourage good health. Circle Time is used very well to encourage personal development and sensitivity towards the views and feelings of others. In one session for Year 3 and 4 pupils, they listened attentively to the fears and anxieties of others. Such activities contribute well towards the spiritual development of pupils, which is good overall. There are opportunities in assemblies and in lessons for pupils to develop empathy skills and to reflect in periods of stillness.
31. The provision for moral and social development is also good with some particularly positive aspects. "Buddy" schemes, where older pupils befriend and help younger, is used in many schools but is rarely seen working as well as at Rolvenden. Older "Buddies" were seen helping their younger friends when having their first playtime on the school field, helping them to follow the words in hymn practice, helping them on the playground and within the classroom. This willing and positive taking of responsibility also has a beneficial effect on the moral development of pupils and contributes towards the school being a caring, "family" community in which pupils feel valued by each other and all adults.
32. Provision for cultural development is satisfactory. The school undertakes regular work on the local environment and involves itself in village events, especially with the church. The pupils have carried out traffic surveys and studied local buildings. At the time of the last inspection it was noted that the development of multicultural understanding was unsatisfactory. This has improved in some respects due to their work about different religions. Pupils still have, however, rather unsure knowledge about the multi-ethnic nature of our society and particularly the fact that many people with different coloured skins are actually British born. The school has recently purchased some excellent resources to address this issue.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school has a happy, caring, family atmosphere, which is obvious from the attitude of the pupils and from the comments, verbal and written, made by many parents. Teachers know their pupils well and want to see them all progress and succeed. All the adults working in the school are concerned for the safety of the children as they arrive and leave. As well as a crossing patrol by the gate on to the busy main road, there is a school employee at the gate to the car park at the end of afternoon school who makes sure that children leave safely only when the correct person is there to collect them.
34. Governors have recently spent part of their budget and a grant from a local educational trust on improvements to the playground and parking area. Inspectors share their concern about the possible dangers of the access road, which is an unmade track leading to private housing and a car repair business. Pupils have to cross this track to use the school's playing field for games and playtimes. They are well supervised doing so, but the task of supervision on the field is also under review.
35. The school is part of the Healthy Schools project. Pupils are encouraged to drink water and, in some classes, each has a bottle on the desk. At suitable times during some lessons, the pupils stand and do breathing and stretching exercises which help them to concentrate afterwards.
36. The headteacher is trained and responsible for child protection matters and gives regular briefings to her staff so that they are aware of the signs of a child in difficulties

or with a developing health problem. Parents comment that the very rare occurrence of bullying has been dealt with promptly and pupils know what is expected of them in their behaviour and attitude to their fellow pupils. Several instances were seen where children were caring towards one another. The school has introduced a "Buddy" system where the older children each have a much younger child to guide and protect when, for example, they are all going to and from the field. Pupils with special educational needs are supported very well and integrated into every activity so that they are making good progress.

37. Through the School Council and circle time, the views of children are heard and good ideas are displayed and acted upon. Circle time and assemblies give opportunities for serious issues to be explored, for example, during the inspection one class discussed fear and anxiety.
38. Attendance and punctuality are very good but, if necessary, a letter is sent home to remind parents of the importance of regular, punctual attendance so that their children may take part in the rich curriculum on offer. There are many extra-curricular sports and other stimulating activities, which the pupils are keen to join and pupils are encouraged to succeed in areas other than curriculum subjects. They do well in many areas of sport. Achievements in and out of school are celebrated at Friday assemblies. There are regular visits to places of educational interest; a Halloween sleepover was arranged and the older children have a residential visit. Contacts with the secondary schools in the area are good and those children transferring are given the opportunity to spend time in the schools and to meet teachers from the schools in the term before they move. This is particularly important in the case of the children with special educational needs.
39. The procedures for assessing pupils' attainment and progress and the use of assessment information to guide curriculum planning are good. Pupils' understanding at the end of a topic or theme in English, mathematics and science are assessed well and this contributes to their improved achievement in these subjects. In English and mathematics, good use is made by teachers of daily assessment, against the specific learning objectives of a lesson, to guide their planning and to match work to the different ability groups within a class. Assessment is also used well to set specific individual targets for pupils, which are regularly monitored and adjusted and used to predict pupils' attainment in the National Curriculum standardised assessment tests at the end of Year 2 and Year 6. In all other subjects, teachers assess pupils' understanding at the end of a theme or topic. In the best practice, teachers record pupils' understanding against the objectives for the lesson or topic, whereas some teachers only record coverage in a subject, or make general comments about the attitudes and enthusiasm of the pupils.
40. The use of data provided by the local education authority to analyse national, local and school results in English, mathematics and science is also good. The headteacher and staff analyse effectively the pupils' results by gender, age and background, using school and local education authority data. Good use is made of the information to identify any pupils or groups of pupils who are not making the expected progress. Good support is then provided - for example, through additional support in class or individual programmes of work. Good use is also made of the information to identify areas of strengths and relative weaknesses in the subjects. This leads to an effective adjustment being made to the curriculum in order to raise standards.
41. Pupils with special educational needs have plans that are regularly reviewed on a twice-yearly basis. These reviews are between the headteacher, class teacher and

parents. On these occasions, present targets are reviewed and new targets agreed. Statements of educational need clearly identify the requirements of pupils.

42. Pupils in Years 5 and 6 are involved in understanding how they learn and in setting their own targets. These targets are displayed in the classroom so that others are aware and can help the targets being achieved. This is just one of a number of methods to help all achieve their best through the development of self-knowledge and confidence. Pupils analyse what kind of learner they are and some display cards on their desks stating, for example, that they learn best through practical or linguistic approaches.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The partnership that exists between the parents and the school staff is a strength of the school. Some parents are employed by the school in various capacities and others give their time freely to help with activities such as swimming, netball and football. Parents support the school with very successful fund-raising activities arranged by the Friends of Rolvenden School, which have enabled the governors to undertake considerable improvements to the school.
44. The partnership with the local community is also very good. The school does not let its premises to local organisations, as it does not wish to compete with the village's brand new village hall. Nevertheless, while the hall was being built, many village activities made use of the school premises. Local firms have helped improve the track to the car park by filling in some of the many potholes. A local footpath warden keeps a careful watch on what happens to the school field in out-of-school time. The occupants of the local prison spent time during the holidays in decorating the school which is housed in an old Victorian building. It is now in a very good state of repair. Whilst the prisoners were working there, parents and governors arranged a rota to supply them with meals that were much appreciated.
45. Parents show great satisfaction with the education and all-round experience, which the school is providing for their children, and feel that their children are making good progress. The information given to parents in well-written newsletters, annual reports from the governors and the school's prospectus is very good. The school makes efforts to see that all parents are well informed about the curriculum, school events, after-school activities and their child's progress. Three opportunities are given during the school year for a discussion on progress, as well as the teachers being available at reasonable times to discuss any difficulties. The homework policy is explained clearly to parents and they listen to their children reading and support their work at home. The end-of-year written report for each child gives a clear picture of what has been studied and what the particular child has achieved, as well as some observations about how the young person is developing socially. Some, but not all reports, also contain useful guidance on what the child has to do to improve. There are no individual targets set in the reports, but governors take a particular interest in the progress of every child and work with the staff to set targets for the school.
46. The school contacts all parents with children on the special educational needs register and meetings are generally well attended. Parents also have the opportunity to attend regular consultative meets with the class teacher. These meetings are on a twice-yearly basis. There are also informal meeting for pupils who are causing concern.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The overall leadership and management of the headteacher and key staff are good. The headteacher is ably supported by the subject managers. The headteacher has a clear vision, commitment and high expectations and is clear about priorities which are fully shared by staff. The headteacher has analysed strengths and weaknesses in the school's performance, and has improved the quality of strategic planning. However, this is not as effective as it could be for the youngest children in the school. The school improvement plan places a good emphasis on raising standards for all pupils. It is an effective, cohesive and detailed working document. All staff and governors are enabled and involved in the decision making process.
48. The headteacher has secured systems and processes that enable staff to work effectively together to raise standards and improve teaching and learning. Since the last inspection the school has undergone significant staffing changes and this has been managed well by the headteacher and governors. The school's aims are shared by all and successfully underpin its work. School documentation is of a good standard. Significant improvements are seen in standards, teaching and learning since the time of the last inspection.
49. Delegation of work to staff with management responsibilities and the process of change have been slowed down by previous staffing difficulties. During this time, the headteacher absorbed considerable responsibilities in addition to her own. Now staffing is more stable and subject managers are in post for all subjects. Management responsibilities are clearly defined and teachers are aware they are accountable. Some teachers are less experienced as subject managers whilst others are well established in their role. They are all aware of the need to raise standards further, particularly for higher attaining pupils in Year 2. The role of these managers in monitoring standards in their subjects is part of a rolling programme. They have audited resources, drawn up schemes of work, and collated planning to check coverage of their subjects. They have identified, evaluated and are acting upon the priorities within their subjects. The headteacher has introduced good arrangements for personal development of staff, contributing both to the development of their careers and to the needs of the school. There are suitable arrangements to link training to the school's performance management. Teachers joining the school, including the newly qualified teacher, are given good support from colleagues and a named mentor. These arrangements contribute to the strong sense of teamwork among the staff. The school is also an effective provider of initial teacher training.
50. The governing body fulfils its statutory responsibilities very well. Governors have a good working relationship with the headteacher, and a very good understanding of the strengths and weaknesses of the school. Overall, their contribution to management is good, as is their role as a critical friend to the school. Governors are linked to different curriculum areas and undertake monitoring reviews and they have kept abreast of training. Governors' involvement in shaping the direction of the school is good. They are responsive to change. The headteacher and governors monitor finance closely. The school is allocating funds effectively to meet its priorities. The Chair of Governors discharges her role with purpose and enthusiasm. Performance management of the headteacher is well established.
51. The school has a strong commitment towards its pupils with special educational needs and it is inclusive. It ensures that pupils' individual needs are met well. All teachers contribute to these pupils' individual education plans. The governing body is fully informed of the policy for special educational needs. The governor appointed to monitor the provision of special educational needs liaises with the headteacher in her role as special educational needs manager and ensures that all the requirements of the Code

of Practice are maintained efficiently. She is aware of the needs of these pupils and informal discussion leads to initial formal assessment. Adequate resources are available, including teaching assistants. Records and documentation comply with legal requirements. Funding is carefully monitored and evaluated to ensure that pupils with special educational needs receive the extra provision and adult help that is required.

52. Significant progress has been made in the monitoring of standards, and development of teaching, learning and the curriculum. This has been undertaken by the headteacher and subject managers. A regular cycle of lesson observations is ongoing. Outcomes are reported back to staff and the governing body. The school has received the Investors in People award for the quality of their teamwork.
53. The school has a commitment to policies and practices that promote educational inclusion of all pupils in the opportunities that it provides. Equality of opportunity is reflected centrally in the school's aims, its objectives, its curriculum and its compliance with relevant legislation. Suitable procedures are in place to identify gifted, talented and higher attaining pupils.
54. The headteacher has given specific attention to the key issues of the last inspection. A far more rigorous and planned approach to class observations is in place. Training issues are identified and staff work on identified areas for development. The teaching and learning policy has also reinforced good practices. The quality of teaching and learning has improved significantly as a result. The range and quality of the curriculum are improved. The school uses Curriculum Guidance 2000 and supplementary schemes of work and some subjects are blocked together rather than taught weekly. Provision for all subjects, including religious education has improved, schemes of work are developing and opportunities for pupils to plan and evaluate their work are more advanced. The systems in place to track pupils' attainment and progress are used more systematically and marking guidance is in place. The school is now rightly focusing on the consistency of these practices, particularly the marking of pupils' work against the learning objectives of the lesson. Strategic planning is considerably improved and is longer-term. Provision for the youngest children in the school, although there has been some development, is recognised still as an area for further development.
55. The school is focused on improvement and self-review. Led by the headteacher and governing body, management is targeting effective and practical methods to raise pupils' achievement and improve the quality of teaching, learning and the curriculum. The school now analyses results of standardized tests and the data is analysed, collated and evaluated by the headteacher and is shared with staff and governors. An impressive aspect of assessment for pupils in Years 5 and 6 is the way in which the school involves all individuals both in understanding how they learn and in setting their own targets. Systems for tracking pupils' progress through the school have been developed, annual targets have been set and this collated information provides a good basis for informing teaching, learning and for raising standards. The analysis of test results and other forms of assessment have improved since the last inspection. The shared commitment to improvement and the capacity to succeed further is good.
56. The number of teaching staff is appropriate. Their qualifications and experience enable them to meet the requirements of the National Curriculum. There is a suitable number of teaching assistants and administrative staff. They are deployed effectively and are highly valued by the school. Their work makes a positive impact on pupils' learning. Administrative staff ensure that the day-to-day organisation of the school runs smoothly and efficiently. Good opportunities for training are provided to every member of staff at

the school. Teaching is observed, professional development and training needs are identified, and training is offered. An appropriate programme of support for teachers new to the school is in place. Staff work effectively together to support pupils in all aspects of their development.

57. The accommodation is adequate to meet the requirements of the National Curriculum. Outside there is a large field and a smaller paved playground and environmental area. There is a very good ongoing programme of refurbishment and remodelling. The school is well maintained and cleaned to a high standard, with some good displays. Accommodation for the youngest children is satisfactory and the outside area enhances provision for their physical development.
58. The school is adequately resourced. Resources are used effectively and contribute to pupils' learning. Teachers make good use of 'everyday' as well as specialist materials in design and technology. Resources are well managed, stored properly and accessible. The school has good support materials to help teachers and teaching assistants meet pupils' needs. The school makes appropriate use of outside resources, for example, the local area, visitors and parents.
59. The school's procedures for monitoring its finances are good. The governors and the headteacher work well together to prepare financial plans and financial management is good. Identified educational priorities are funded appropriately and the school has been successful in its application for additional grants. There is an above average contingency fund included in the school's budget figures. This is appropriate and has been approved by the local education authority for future spending on increasing resources for both the reception class and information and communication technology. The minor recommendations made in the most recent audit report have been carried out. The administrative officer provides good support to the headteacher and governors and monitors expenditure carefully. The day-to-day administration and control of the school's budget are managed efficiently. Projected numbers for the school roll are variable and this constrains budget management. The school applies the principles of best value when purchasing goods and services and the headteacher and governors are effective in the way that they assess the impact of spending on standards. The school makes good use of new technology for financial management and administration.
60. Taking into account the low level of standards achieved in 2001, the considerably improved teaching and learning, the quality of the curriculum, pupils' positive attitudes to learning, good leadership by the headteacher and the sound structures and systems now in place, the school currently provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to build on the existing standards in the school, the governors, headteacher and staff should:

- 1) Ensure that all teaching consistently matches the best seen during inspection by:
 - sharing teachers' existing strengths;
 - monitoring teaching and offering further support where necessary;
 - ensuring that daily lesson planning for children in the Foundation Stage fully addresses the Early Learning Goals.(Paragraph numbers 15, 21, 22, 49, 54, 64, 65 and 86)
- 2) Continue to raise the level of challenge for more able pupils up to the age of seven.
(Paragraph number 49)
- 3) Improve the content and quality of all pupils' writing, as already highlighted in the school's improvement plan.
(Paragraph numbers 82 and 84)

In addition to the key issues above, the following minor areas for development should be considered for inclusion in the action plan.

- a) Ensure that teachers' oral and written feedback of pupils' work is consistently linked to lesson objectives and shows them how they can improve.
(Paragraph numbers 14 and 54)
- b) Ensure that the provision for religious education meets the requirements of the 2002 Agreed Syllabus.
(Paragraph number 108)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	1	5	15	3	0	0
Percentage	0	4	21	63	12	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five 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)	89.5
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	3	8	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	1	2	2
	Girls	7	7	6
	Total	8	9	8
Percentage of pupils at NC level 2 or above	School	73 (82)	82 (64)	73 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	3
	Girls	7	6	6
	Total	9	8	9
Percentage of pupils at NC level 2 or above	School	82 (64)	73 (82)	82 (82)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	8	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	7	6	6
	Total	13	11	12
Percentage of pupils at NC level 4 or above	School	76 (56)	65 (56)	71 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	3	5
	Girls	8	6	7
	Total	15	9	12
Percentage of pupils at NC level 4 or above	School	88 (78)	53 (44)	71 (67)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	77
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	18.6
Average class size	23.25

Education support staff: YR – Year 6

Total number of education support staff	5
Total aggregate hours worked per week	74

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001/2
	£
Total income	251,132
Total expenditure	243,501
Expenditure per pupil	2,647
Balance brought forward from previous year	12,538
Balance carried forward to next year	20,169

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	61
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	4	0	0
My child is making good progress in school.	48	52	0	0	0
Behaviour in the school is good.	20	72	8	0	0
My child gets the right amount of work to do at home.	32	44	12	4	8
The teaching is good.	56	40	4	0	0
I am kept well informed about how my child is getting on.	36	48	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	32	4	0	4
The school expects my child to work hard and achieve his or her best.	52	36	4	0	8
The school works closely with parents.	36	48	12	0	4
The school is well led and managed.	56	40	4	0	0
The school is helping my child become mature and responsible.	56	36	0	0	8
The school provides an interesting range of activities outside lessons.	56	40	0	4	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

62. At the time of the previous inspection, provision for the youngest pupils was inspected according to the areas of learning for children under five. In September 2000 the Foundation Stage of children's learning was introduced and this now includes all children in the reception year. For this reason it is not possible to judge progress since the previous report. Children start school at the beginning of the year during which they will be five. Children who will be five before Christmas attend on a full-time basis. Children whose birthdays fall in the spring and summer terms attend on a part-time basis for the first half term and the majority attend full-time by the end of the autumn term.
63. In the current reception year, all the children have had pre-school experience. When they start school the attainment of children in communication, language and literacy, mathematical development and in personal, social and emotional development is broadly average, though a significant number of children have above average levels of attainment.
64. Teaching for children in their reception year is satisfactory but has significant shortcomings. Children in the reception year (year R) are currently in a class with Year 1 pupils. This means that the teacher and the learning support assistant need to plan to meet the needs of both groups. This involves implementing the National Curriculum for pupils in Year 1 and also planning for the Early Learning Goals for children in Year R. This planning for Year R is completed by the class teacher with some input from the classroom assistant. The medium-term planning takes account of the Early Learning Goals and shows how these link with the activities for Year 1 pupils. However, this does not transfer to the teacher's daily planning. In practice, the needs of Year 1 pupils are better met than those of the reception children. The teacher spends more time with Year 1 pupils and often delegates care of the reception children to the classroom assistant who is skilled and has effective interactions with the children. She is getting to know them well and her regular observations of them are perceptive. This makes a good contribution to assessment of children's progress. However, for much of the time, the teacher does not plan specific activities for these children. Lesson planning often states that children will initiate their own activities. This is appropriate in encouraging children's independence in learning but the range of activities provided for children to choose from is not sufficiently linked to the Early Learning Goals. This results in a lot of play that is not purposeful and does not promote learning.
65. In some of the sessions observed, there was no adult-led activity. The classroom assistant responds well to children and makes regular observations of them, but there is no planned learning opportunity. In most of the lessons observed, the teacher used very closed questions which restricted children's responses.

Personal, social and emotional development

66. Most children enter the school with average skills in personal, social and emotional development. At this early stage in the year, children are still settling in to school. They are happy and are becoming familiar with class routines. Most of the children leave their parents or carers happily and settle quickly to their activities. In their independent activities, several children play alongside each other rather than together. Not enough thought is given to providing activities that encourage children to co-operate and play

together. For example, in an outdoor session the children chose a range of activities such as riding tricycles or playing on the climbing frame. At one point the classroom assistant initiated a game with a group of children. They enjoyed playing pirates for a short while but most children played alone. On other occasions, some children found it difficult to share toys and take turns. There were several arguments over the use of tricycles and other toys.

67. Children's personal development is not always promoted effectively because equipment and resources are not always chosen to promote independent learning. This means it is likely that not all children will attain the Early Learning Goals for this aspect by the end of the reception year.

Communication, language and literacy

68. Children enjoy listening to stories, but at this early stage of the year do not readily choose books. They are still settling in to school and in most of the sessions observed, they chose more lively activities. Adults do not use talk to good effect with these young children. Opportunities for speaking and listening are rather formal. These are not effective as children do not listen well and are not being helped to take turns in speaking or in listening to one another. Most children are happy and confident in talking to visitors about their activities. However, they are not good at negotiating with others and staff do not provide enough activities to develop language skills through social play. Children are learning letter names and sounds, but are not given enough guidance in learning new vocabulary.
69. Children are not given enough opportunities to experiment with writing and to write in play situations. They are given formal workbooks for tracing and practising letters. The role play area, currently a café, does not provide enough stimulus for children to write. The classroom does not have a specific 'writing area' equipped with a range of papers and pencils for children to choose writing activities. Children are beginning to write their names but, as yet, not many can do this accurately. They know that writing goes from right to left in English and can write recognisable letters. Many are still writing letter strings at this stage. It is likely that the majority of children will meet the Early Learning Goals by the end of the reception year.

Mathematical development

70. In this aspect of learning the teacher's expectations of the children are not high enough. The activities provided are directed at the early levels of number recognition. Most children can already count reliably to ten, matching objects to numbers correctly. They recognise printed numerals and can match sets of objects to the right number. A small number of pupils are already meeting the Early Learning Goals for mathematical development and several are likely to exceed them by the end of the reception year.
71. Children are not being encouraged to see mathematics in everyday situations. They are not being encouraged to think of themselves as mathematicians or to solve problems. The activities provided are very structured and restrictive. They do not allow children to explore and experiment with mathematical problems. Children are given closed tasks, which do not encourage mathematical thinking. When playing in the café, children set the table for a meal, matching cutlery, and place settings. They are able to 'buy' objects up to five pence and give change.

Knowledge and understanding of the world

72. The majority of children enter the reception class with a basic general knowledge. They talk about their families and are beginning to show an understanding of where they live and of the changes they have experienced since they were babies.
73. They have watched the sunflowers planted last term by Year 1 pupils and enjoy watching the bees visit these plants. Children were not observed using the computers in their classroom. During the inspection these were not in use by any pupils. Children are not supported well in investigating their surroundings or finding out things for themselves. This aspect of children's development is not sufficiently catered for in the reception class. The planning does not address this aspect with sufficient rigour and as a result it is not likely that the majority of children will meet the Early Learning Goals for this aspect by the end of the reception year.

Physical development

74. The school has recently developed a secure outdoor play area for children in the reception class. This is not yet used as an extension to the learning environment, but provides opportunities for play and physical development. When children are using the outdoor area, there is no focused, adult-led learning opportunity in addition to free play. Children show well-developed physical skills and run, jump, balance and climb, using a range of equipment. When using the wheeled toys some children do not show awareness of others in the space around them. The supervision of children using wheeled toys is not always adequate, given that some children do not show good awareness of others. There are sometimes too many wheeled toys available when not enough staff are present to supervise. On a few occasions, collisions were only just avoided. It is important for children to use the wheeled toys but staff need to ensure that the use of them is properly supervised. In a physical education lesson in the hall, children showed a good awareness of others in the space around them. Their movements are well co-ordinated and they run, jump and hop with confidence.
75. In lessons, children use a range of writing materials. The majority have good control of pencils, scissors and paintbrushes. They are likely to attain the Early Learning Goals for physical development by the end of the reception year.

Creative development

76. Children make satisfactory progress in this area of learning. They look at colours of different apples and are encouraged to say whether they are all red or green. Children show great interest when the teacher cuts open an apple and they see the shape in the middle. They know that the pips in the apples are the seeds and can be used to grow new apples. Children know and enjoy a variety of rhymes and songs. They recognise familiar nursery rhymes when the teacher claps the rhythm for them. The majority of children are likely to meet the Early Learning Goals for this aspect of learning by the end of the reception year and a small number are likely to exceed them.

ENGLISH

77. Standards in English are average for seven-year-old pupils as they were at the time of the last inspection. However, in the recent national tests, no pupils attained the higher level 3 in reading or writing. The previous inspection described standards for 11 year olds as above average. In the 2001 national tests, standards were below the levels expected, however, the unconfirmed results for 2002 show significant improvement

with a good proportion of pupils attaining expected levels and some attaining the higher level 5. Since the number of pupils in each year group is small and varies from year to year, there is a greater variation in results than that found in larger schools. Evidence from lesson observations and scrutiny of pupils' work shows that standards in English are average for pupils aged seven and 11. Although comparisons with national figures are not yet available, the school exceeded the targets they set for English in 2002.

78. When pupils start school, the majority have average skills in speaking and listening, though a small number have above average skills. Pupils are confident and articulate. They readily answer questions in lessons and happily talk to visitors about their activities. However, some of the younger pupils do not find it easy to listen to one another and tend to call out answers and talk at the same time. Pupils learn to use grammatical vocabulary. In a Year 3 and 4 lesson, they enjoyed learning to use a thesaurus to find a range of words to make their writing more interesting. Pupils in Years 5 and 6 enjoyed discussing how authors make their writing more descriptive by using a wide range of adjectives.
79. Pupils in Years 1 and 2 attain average standards in reading. They have a good knowledge of letter sounds, but are not able to use this to build up words. Pupils take books home regularly to read with an adult. However, there is an over-emphasis on learning words by heart. Pupils do not use a range of strategies in their reading. Few pupils talk about the pictures in the books they read. When they meet unfamiliar words, they do not have strategies for working them out. Several pupils identify the first letter sound and then make a random guess. They do not use the context of the sentence to work out what the word might be. The younger pupils do not talk about books and stories they enjoy other than books from the reading scheme. The more able readers in Year 2 read aloud fluently and with confidence, using the punctuation as a guide to expression. One pupil greatly enjoyed using different voices for characters in the story 'Can't you sleep little bear?' and enjoyed talking about the characters.
80. Pupils in Years 3 to 6 have better developed reading skills. They use a wider range of strategies in their reading and begin to correct themselves when they realise that what they have read does not make sense. They use the pictures to help make sense of their reading and blend sounds to build unfamiliar words. They talk about some of the books they enjoy and they read regularly at home. Pupils' reading records contain positive and constructive comments. The oldest pupils are enthusiastic readers. Whilst they enjoy a range of popular children's fiction, they are familiar with classical texts, for example, they talked about the works of Dickens and Shakespeare. The most able 11-year-olds are avid readers and are able to tackle challenging and complex texts with enthusiasm. One pupil read Tolkein's 'Lord of the Rings' with understanding and expression. A group of pupils enjoyed discussing the themes of this book and expressed their ideas fluently. Pupils are developing satisfactory reference skills. They routinely use dictionaries and other reference books in their work across the curriculum.

81. The reading skills of most pupils are sufficiently well developed to enable them to cope with most texts and they are able to use these in all curriculum areas.
82. Writing is satisfactory for seven-year-old pupils. However, in discussing their work with them, it is evident that the more able pupils are not making enough progress. In the national tests for seven-year-olds in 2002, no pupils attained the higher level 3 in writing.
83. Work in pupils' books shows a mix of lower case and capital letters. When asked about their work, pupils can say when they should use capital letters and full stops but they do not take care over this in their written work. Pupil's handwriting is reasonably neat but no seven-year-old pupils are yet using joined script. The words they have learned by heart are spelled correctly but they do not have a good range of strategies for spelling unfamiliar words.
84. Pupils make better progress in writing in Years 3 to 6. In the national tests for 2002, a good proportion of pupils attained the higher level 5 in writing and made good progress. Work in pupils' books is mainly competent and technically correct. However, there is little evidence of the flair and imagination characteristic of higher attaining pupils. This is partly because the work set is at the same level for all groups of pupils regardless of their previous attainment. One or two pupils show a more vivid use of language in their work but this is unusual. There is little evidence in pupils' books that they review and improve their writing. This is an aspect of the school's work that could be improved. Pupils in Years 5 and 6 are developing an appreciation of the techniques used by authors to make their writing more interesting. They discuss the range of adjectives used but do not as yet refer to authors' use of simile and metaphor, nor do they use these extensively in their own writing.
85. Teaching of English is satisfactory overall, though examples of good and unsatisfactory teaching were observed. In the best lessons, teachers showed good subject knowledge. The National Literacy Strategy has been implemented effectively. In the more effective lessons, teachers discuss the learning objectives with pupils which means that pupils understand what they are to do and can explain their work to visitors. Teachers use grammatical terms effectively and help pupils to understand how to use them. They question pupils well to check their understanding and challenge their thinking. They help pupils to develop their spelling strategies and to correct their own mistakes. A good pace is set for lessons, which encourages pupils to work productively. In the best lessons, pupils with special educational needs and the child with English as an additional language are supported well and fully included in the lesson.
86. Where teaching is less effective, the main issue is that lessons are not paced properly and pupils do not produce the work of which they are capable. In some lessons, teachers' expectations of what pupils know, understand and can do are not high enough. This means that the work set is not always demanding and pupils do not make enough progress. This is more marked in Years 1 and 2. Teachers' expectations of pupils are higher in Years 3 to 6. In several of the lessons observed, the learning support assistants were not used effectively. Too often they are passive observers for large parts of the lesson. They could be more effectively deployed in observing pupils or in encouraging and supporting specific pupils in whole class sessions.
87. The management of the subject is just satisfactory. The school has identified the need to improve standards of pupils' writing and to improve the quality of the plenary sessions of literacy lessons. The school has a literacy improvement plan. However,

this does not contain enough detail as to how progress will be monitored and evaluated. The subject manager does not monitor colleagues' planning. She is readily available to discuss concerns but does not have a clear monitoring role.

88. Since the previous inspection there have been several staff changes. Three of the four class teachers have joined the school in the past two years. Since the previous inspection, teachers have worked hard to improve standards in English. Improvement in Years 1 and 2 is satisfactory. Improvement is good in Years 3 to 6.

MATHEMATICS

89. The present Year 2 and Year 6 pupils demonstrate average attainment in all aspects of mathematics. They are on course to meet national averages in end of Year 2 and Year 6 tests in 2003 and reach the challenging targets set for them by the school and the local education authority. For the Year 6 pupils, this is 83 per cent at level 4 and 33 per cent at the higher level 5, despite nearly 30 per cent of the current Year 6 cohort being on the special educational needs register. The target for Year 2 pupils is 78 per cent at level 2 with a further 33 per cent expected to achieve the higher level 3. The current Year 6 pupils achieved well below average levels in their 1999 national tests at age seven. These figures indicate at least good progress since then. There is no significant difference in the attainment of boys and girls. Overall, standards have been maintained since the previous inspection, although there have been dips in attainment in past years, due to variations in both the number of pupils taking these tests and, within that, the proportion identified with special educational needs.
90. By the age of 11, pupils have a sound understanding of place value to four digits, can convert simple fractions to decimals or percentages and can record calculations using all four rules to two places of decimals. They have a satisfactory knowledge of how to use raw data to construct a variety of diagrams and graphs and subsequently to use the data to answer a variety of questions, for example, the number of snails, slugs, worms and beetles found in their garden. There is satisfactory use of computer programs in constructing a variety of graphs to support pupils' understanding, for example, of pie charts. Pupils have sound knowledge and understanding of how to calculate the perimeter and area of different shapes, and the measurement of angles. Higher attaining pupils understand that using percentages is useful when making comparisons and recording progress. They also use mental strategies when calculating percentages. Pupils with special educational needs are sensitively supported by teaching assistants and, as a result, they make similar progress to the rest of the class.
91. By the age of seven, the standards in mathematics are in line with national averages. This represents an improvement over 2001 national results when standards were well below average. This is due to the greater number of pupils currently working at the higher level 3. Most pupils are competent when working with numbers up to two digits and higher attaining pupils up to three digits. They understand the patterns when adding and subtracting the same two-digit number and use different strategies for calculating results mentally. All pupils know and recognise the names for common two and three-dimensional shapes, being able to record accurately the number of corners, edges and faces. Higher attaining pupils understand the characteristics of shapes with curved faces such as cylinders and cones. All pupils make satisfactory progress. Presentation of work for all pupils is much improved since last year.

92. The quality of teaching is good. The majority of lessons were judged to be good or better, which is a significant improvement since the last inspection when teaching was satisfactory. In the great majority of lessons, teachers' strengths were demonstrated by good subject knowledge and use of mathematical language, which encouraged pupils to use terms correctly, such as percentages, decimals and fractions. Good planning includes clear learning intentions, which are shared with the pupils. Good teaching methods are used to present a high level of challenge, as in a Year 4 lesson on adding mentally two two-digit numbers and then extending this to three-digit numbers. In Year 6, the teacher provided a good balance between intervention and explanation when pupils were using existing number skills in problem solving activities. Expectation of pupils' responses, concentration and behaviour are good. The use of resources to support logical steps in pupils' learning is good.
93. In addition, teachers use the structure of the Numeracy Strategy to ensure a good pace and interest level for the pupils. In particular, the plenary sessions are used to enable pupils to explain what they have achieved in the lesson, to share results and explain some of their methods of calculating. Homework is used appropriately and on display there are some examples of information and communication technology linked with mathematics.
94. Pupils respond well to the good teaching they receive. They behave well, concentrate throughout the lessons and co-operate with partners. In all lessons, pupils enjoy good relationships with each other and their teachers.
95. The headteacher, in her role of manager for the subject has made a good impact on standards of attainment, quality of teaching and organisation of mathematics. There is a strong commitment to improving all aspects of the subject and there has been considerable progress since the last inspection, most notably in pupils' ability to use and apply their mathematical skills to everyday situations. She has carried out a full programme of monitoring standards of teaching and attainment of pupils and continues to sample teachers' planning and pupils' work. This is supported effectively by the systems for assessing and tracking pupils' progress. She has attended further training in developing the Numeracy Strategy and other staff have attended courses to improve their expertise. There are effective links with numeracy using computers to further develop pupils' skills.

SCIENCE

96. Standards in science are average when compared with primary schools nationally. The results of standardised tests for the last year published, 2001, indicate below average performance but initial examination of this year's results show considerable improvement. For example, all pupils in Year 6, including a significant proportion with learning difficulties, achieved the level expected nationally in 2002, with over a third achieving the higher level 5. Work observed in the school during the inspection confirms pupils achieving at average levels.
97. In Years 1 and 2, pupils cover the range of work expected in the National Curriculum. This is reflected in the latest results of teacher assessments showing pupils achieving the expected levels in all aspects of the subject. In a lesson in Year 2 on making comparisons between different light sources, the majority of pupils responded to suggestions as to how they could compare the brightness of different lamps. Most pupils compared the lamps very competently, and made intelligent observations as to whether the results were as they expected. Pupils recorded their observations individually, although scrutiny of some recent work showed a reliance on worksheets.

98. By Year 6, pupils record experiments in a very systematic way using description of what they are testing, diagrams and drawings and a range of predictions. Throughout their studies on materials, life and physical processes they illustrate their understanding of the key concept of fair testing. There is evidence of a broadening use of information and communication technology to record the results of their experiments. Again, the results of teacher assessments of last year's oldest pupils show that they are achieving across the complete range of the subject. The lessons observed in Years 3 to 6 were related to studies about health. Year 3 and 4 pupils are beginning to understand that some foods can be beneficial when eaten in moderation while the majority of Year 5 and 6 pupils exhibit a good understanding of what makes for a balanced diet. However, when the teacher asked the pupils to record what they had eaten at the weekend it became obvious that they don't always maintain the healthy eating regime, especially at parties!
99. The lesson observed in Year 2 was satisfactory. There were some very good elements, for example, the teacher introduced a comprehensive structure for carrying out an investigation and received from the pupils appropriate questions. These were based around the key concepts of: "What am I asking? What do I need? What will I do? What do I expect to happen?" There was a controlled excitement when carrying out their experiments and an ability to amend procedures to obtain accurate results. Average and higher attaining pupils achieved good results but below average pupils were given too much written preparation to complete and some did not actually reach the stage of experimenting. The teaching in Years 3 to 6 included one satisfactory lesson and one, which was good. A feature of the lesson in Year 3/4 was the use of information and communication technology as a presentational device using the projector and also in pupil activities. The good lesson in Year 5/6 included a good range of stimulating activities to help pupils discover more about the contents of food items. This lesson also included a "fun" activity, capably run by a classroom assistant to reinforce the content.
100. At the time of the last inspection it was noted that there was a need to raise levels of attainment in experimental and investigative science, especially at Key Stage 1. Results show that this has improved considerably. The type of structure for investigating given to pupils in the Year 2 lesson mentioned above shows that teachers now plan to develop this aspect of the subject. The subject manager also sees the work that the school is undertaking to develop thinking skills as being crucial in the areas of experiment and investigation. Another aspect which needed improvement at the time of the last inspection was the presentation of pupils' investigations. This is now systematically taught, especially in the junior classes. The subject is taught on a well-planned two-year cycle and monitored annually to ensure that pupils don't miss out on essential areas of the syllabus. The resources available to the subject are satisfactory and the school environment is used to develop environmental understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. Standards throughout the school are at least average. This is considerably better than at the time of the last inspection and is a result of a number of factors. Teachers systematically teach computing skills throughout the school, computers are used across the curriculum and good subject management and some very good resources support the work.

102. In Years 1 and 2, pupils learn the key skills associated with word processing. They control the mouse well and know how to save and retrieve their work. They know how to open files, how many times to click for different operations and use draw and compose programs. They concentrate very hard when learning about the computer. Pupils also work with control robots, both to program movements and to add to stories they have written. Pupils consider other aspects of information and communication technology including mobile phones and video.
103. In Years 3 and 4, pupils build upon these skills. They can add text to diagrams, use a large range of drawing tools to produce some interesting artwork and change the size of font confidently, quickly and accurately. In a lesson based upon a painting by Seurat, below average pupils, including some with special needs, were able to describe, after a short space of time, how to make dots of differing sizes to produce the same effects as the painter. Computers are used throughout the curriculum. For example, a group of Year 4 pupils worked on a very stimulating "Space Invaders" activity to develop their mathematics skills and a group of Year 6 pupils used a catalogue website in their design technology work on shoe design. When using Power Point, Year 6 pupils are very confident and used these skills as part of their last Christmas production. They also consolidate their own skills by helping their younger "buddies" and the subject, therefore, contributes positively to their social development. Older pupils also use a range of skills to label and highlight displays around the school, using colour, manipulation of shape etc.
104. A major factor in the improvement in the subject has been the systematic teaching of key skills. The teaching observed was at least satisfactory and that in the junior part of the school was good. This was because pupils built on the skills previously taught and consequently made good progress. Teachers use projectors to model and set weekly tasks. For example, in a Year 2 class, the teacher gained immediate concentration by projecting some of the pupil's work from the previous week before introducing their new challenge of becoming more proficient at entering and correcting information. In another lesson in Years 3 and 4, the same pattern was observed, with consolidation of skills learned, assessment of individuals' achievements and a challenging developmental task modeled. The school has invested considerable resources to enable this development to occur and the confidence observed shows that money to have been well spent in terms of the purchase of truly enabling software and associated "Big" books and workcards.
105. The subject benefits from a comprehensive development plan covering the areas of hardware and software purchasing, staff development and, crucially, the raising of standards. Observations during the inspection show that this has been successful in increasing the use of information and communication technology across the curriculum and, as noted above, increasing teacher confidence to understand how to raise pupil attainment systematically. The subject manager has worked hard to make this development work with the active involvement of the headteacher and the governing body. The steps already achieved indicate that the subject will continue to improve.

RELIGIOUS EDUCATION

106. No lessons in religious education were included in the timetable during the inspection. Evidence of average standards is taken from work in pupils' books and from display and teachers' planning. Pupils in Years 5 and 6 had visited the Parish Church. They had used the Parish records to of marriages and deaths to trace their ancestors. One pupil was able to trace his family records back to 1893. The Vicar explained the services of Holy Communion. Pupils also learned about baptism as a welcome to the

church family. Pupils enjoyed finding names of their families and friends in the baptism registers. The school has strong links with the Parish Church. The vicar visits regularly to take assemblies. In a recent church festival, artwork from the school was displayed in the church. This was on the theme of 'All things bright and beautiful'.

107. In Years 5 and 6, pupils have studied Islam. They have explored the different genres of writing in the Bible and studied psalms and parables. Pupils in Year 2 have visited the Parish Church. They have learned about different places of worship and about some of the stories told by Jesus. The work in pupils' books concentrates mainly on learning about religion. There is little evidence that pupils are learning how people's faith affects the way they live.
108. At the time of the last inspection, standards in religious education did not meet the requirements of the locally agreed syllabus. Since that time the school has developed a new policy and scheme of work and pupils. The school also uses modules from nationally recommended guidance. However, the locally agreed syllabus has recently been updated and the school has yet to review its provision for religious education in order to meet the requirements of the new syllabus.
109. The subject manager for religious education is new to the school this term and has not had enough time develop her role.

THE FOUNDATION SUBJECTS

110. Because of the small number of inspection days and the emphasis on inspecting the core subjects of English, mathematics, science, information and communication technology and religious education, it was only possible to see a relatively small number of lessons in the remaining foundation subjects. Physical education was observed in both junior classes. One art and design and one design and technology lesson were seen. Pupils were also heard singing. Two geography and two history lessons were seen. On this number of lessons and samples of pupils' written work it is possible to comment and make judgements about overall standards in these subjects with the exception of music.
111. The one art lesson observed was in Year 2. Pupils' attainment was in line with levels expected nationally. Pupils had been studying self-portraits. They looked carefully at self-portraits by Van Gogh and Picasso. Careful observation enabled pupils to discuss the effects the painters had used and they talked about the differences in technique of the three artists. Pupils then went on to observe different portraits in small groups and to identify the range of colours and tones used. Two groups found this very difficult as the Le Brun portrait had a great deal of detail and the Chagall portrait was very complicated. The groups studying the Van Gogh and Picasso portraits were much more successful. However, pupils did not really understand the learning objective and many thought they should try to make a copy of the portrait. Work planned for a Year 3 lesson was appropriate for pupils of this age on exploring pattern. The lesson included the use of computers.
112. One design and technology lesson was seen during the inspection. Scrutiny of work indicates average attainment and that the subject is taught systematically throughout the school. There is appropriate emphasis on the different stages of drawing and labeling parts and predicting procedures, making and then analyzing the finished article and evaluating what could have made the design better. Pupils in Years 1 and 2 make a range of articles related to their work in other topics. Included are puppets, moving pictures, homes and vehicles. Scrutiny of pupils work in Years 3-6 included some very

attractive work on pop-up books, greetings cards, picture frames, purses, musical instruments and further work based around topics. For example, some excellent models were made of Greek temples and other buildings. The one lesson observed was in Year 5 and 6 class and was an introduction to a topic on designing slippers. Pupils discussed sensibly the various criteria involved in design and debated which are more important, looks or practicality. The school holds design and technology days and plans to extend this with weeklong projects.

113. There is little recorded evidence of pupils' work in history and geography in Years 1 and 2. Discussion with the teacher and scrutiny of planning indicates that pupils make appropriate progress in Key Stage 1, where work often centres on the local environment. Pupils in Year 1 have been investigating their local area and examining locally grown hops. In Year 2, pupils have been comparing toys of today with those in the past. In geography, recent work has focused on the geographical features of the school and immediate locality. Pupils have helped to compile a simple map of the key features on the school site. There is also some evidence of older pupils in Year 2 carrying out simple research activities
114. By the end of Year 6, there is good amount of amount of recorded evidence of geography and history work. Standards are good and work and the one lesson seen indicates good progress. Standards and progress in geography are satisfactory. In the one history lesson seen, pupils made good progress in their understanding of the differences in the lives of rich and poor in Victorian times. A significant strength of the work in history is the good contribution it makes to pupils' developing literacy skills through some detailed and well-presented recorded work.
115. Standards in physical education are at least average through the school. Pupils in Year 1 were observed devising a short gymnastics sequence with control. Pupils in Year 3 were seen demonstrating some very good and imaginative balances using elbows and knees, progressing on to using the head with results that showed poise and confidence. Year 4 and 5 pupils were very successful at controlling and passing the ball using hockey sticks and Year 6 pupils showed average ability at a range of football skills.
116. The quality of teaching was satisfactory in five of the seven lessons seen in these subjects. In the remaining two lessons, one physical education and one history lesson, teaching was good because pupils were challenged in their learning and therefore made good progress. Features of the good teaching were simple but helpful hints for improvement. For example, a teacher explained that the way to control the ball using a hockey stick was by the pupils moving, not the stick. Another teacher in a gymnastics lesson used demonstrations by a number of very competent pupils to give ideas of different sorts of balances to others.
117. Pupils' responses in most of these lessons were good. Pupils behave well, particularly in Years 3 to 6 and are interested and eager to learn. In physical education, for example, pupils showed very good appreciation of the rules of fair play and taking turns, and those with high attainment were tolerant of pupils less agile than themselves.
118. Since the last inspection, considerable attention has been given to developing the curriculum and improving pupils' standards of work in the foundation subjects. Many of these subjects are used to develop and apply the key skills of reading, writing, mathematics and information and communication technology. Adequate time is given these subjects to ensure that pupils are offered a wide range of learning experiences and full entitlement to the range of skills, knowledge and understanding specified in the

National Curriculum. Teachers keep records of pupils' attainments in the foundation subjects and provide National Curriculum levels for each pupil. Most subject managers are effective in their role of monitoring and evaluating standards in their subjects to ensure pupils attain satisfactory standards and make as much progress as possible.