

INSPECTION REPORT

FELBRIDGE PRIMARY SCHOOL

Felbridge, East Grinstead

LEA area: Surrey

Unique reference number: 124971

Headteacher: Mrs Donna Green

Reporting inspector: Mrs E W D Gill
17766

Dates of inspection: 17th – 20th February 2003

Inspection number: 248635

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 – 11 years |
| Gender of pupils: | Mixed |
| School address: | Crawley Down Road Felbridge East Grinstead Surrey |
| Postcode: | RH19 2NT |
| Telephone number: | 01342 323413 |
| Fax number: | 01342 324446 |
| Appropriate authority: | Governing body |
| Name of chair of governors: | Dr Trevor Lawson |
| Date of previous inspection: | 1 st December 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------|----------------------|--|--|
| 17766 | Eira Gill | Registered inspector | Foundation Stage, science, music, art and design and English as an additional language. | What sort of school is it? The school's results and achievements. How well are pupils taught? What should the school do to improve further? |
| 19693 | Sally Hall | 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? |
| 11982 | Ray Morris | Team inspector | Mathematics, geography, history, physical education, and special educational needs. | How well is the school led and managed? |
| 27225 | Anna Sketchley | Team inspector | English, design and technology, information and communication technology, religious education and Educational inclusion including race equality. | How good are the curricular opportunities offered to pupils? |

The inspection contractor was:

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

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The Complaints Manager, Inspection Quality Division, The Office for Standards in Education, Alexandra House, 33 Kingsway, London, WC2B 6SE.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Felbridge is a community primary school, which educates boys and girls aged between four and eleven years. There are 211 pupils on roll and the school is broadly average in size. There are 31 children in the reception year and all attend full time. The social circumstances of the families whose children attend the school are more favourable than the national picture and the proportion of pupils eligible for free school meals is well below the national average. The pupils' attainment when they start school is usually above average. The proportion of pupils with special educational needs is below the national average. The range of needs covers mostly moderate learning difficulties and complex speech and behaviour problems. The percentage of pupils from ethnic minority backgrounds is below national averages and there are no pupils learning English as an additional language. The school has had a considerable turnover of teachers during the past two years but is now enjoying a period of stability with recent appointments of permanent and well-qualified teachers.

HOW GOOD THE SCHOOL IS

Felbridge is a very effective school and provides a high quality of education for its pupils. The leadership and management of the school by the headteacher, her senior management team and the governors are very good and the quality of teaching and learning is very good overall. These factors have had a significant impact on improving standards since the last inspection. As a result, standards of attainment at the end of Year 6 in English, mathematics, science and several other subjects are well above average. The school gives very good value for money.

What the school does well

- By Year 6, pupils attain well above average standards in English, mathematics and science and several other subjects.
- The high quality of teaching has a very positive impact on the pupils' learning.
- The very effective leadership and management by the headteacher, her senior management team and key members of staff, together with a knowledgeable governing body, ensure a good team spirit among all staff and a strong focus on improvement.
- The very good provision for the pupils' spiritual, moral, social and cultural development contributes to their excellent behaviour and relationships.
- The school's partnership with parents is very good and this has a significant effect on the pupils' very positive attitudes to school.

What could be improved

- The school has no significant weaknesses, but the main inspection report includes three minor areas for improvement, which the school may wish to include in its plans for development.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very significant improvement since its last inspection in December 1997 and has a very good capacity for further improvement. The weaknesses identified at that time have all been addressed successfully. Standards have improved significantly in English, mathematics and science and most other subjects, and there is now a high quality of teaching overall. These considerable improvements in standards and teaching are due to very effective leadership and a very tight focus on improving the teaching of English, in particular. Since her appointment, the headteacher has made specific improvements in raising teachers' expectations by initiating a system where targets are set for each pupil's future attainment. She has also ensured that all co-ordinators have a much greater

understanding of their role and priorities. There has been a good improvement in the provision for information and communication technology due to the very good skills and enthusiasm of the joint co-ordinators in installing the school's computer suite.

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 |
| | 2000 | 2001 | 2002 | 2002 |
| English | A | B | A* | A* |
| Mathematics | A | A | A | A |
| Science | A | B | A | A |

| Key | |
|------------------------------|----|
| in the highest 5% nationally | A* |
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

In 2002, the school's results in national tests at the end of Year 6 improved on the previous years and standards in English were very high compared with the national average, being in the highest 5 per cent of schools. During the last five years, the school's results have improved steadily, in line with the national trend. The findings of the inspection are that, in the current Year 6, standards are well above average in English, mathematics and science. In most other subjects, standards are also well above average except in design and technology, information and communication technology and religious education where standards are above average. The sustained good achievement evident in the work of the pupils throughout the school leads to very good achievement by the end of Year 6. The achievement of pupils with special educational needs and the very few pupils from ethnic minority backgrounds is the same as all other pupils. The appointment of a strong group of teachers and a more focused, strategic leadership have contributed to the improvement in standards since the last inspection. Schools set targets for the proportion of Year 6 pupils they think should reach the expected standard in national tests. In 2002, Felbridge exceeded its targets in both English and mathematics. Future targets are challenging, but achievable.

A high proportion of the current group of reception children will exceed the expected standard for all areas of learning by the time they join Year 1, and their achievement is good. In Year 2, standards are well above average in English, mathematics and science and above average in all other subjects except for information and communication technology where standards are average due to the limited number of computers in classrooms. No judgement was made on attainment or achievement in music and physical education in Years 1 and 2 as no lessons were observed in music and only one lesson in physical education. The achievement of all pupils, including those with special educational needs and the few pupils from ethnic minority backgrounds, is good in all subjects except in information and communication technology where it is sound.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------|---|
| Attitudes to the school | Very good. Pupils really enjoy school and are very enthusiastic learners. They have a very confident approach to learning and listen very |

| | |
|--|--|
| | attentively. Pupils show a great interest in all that they do, their concentration is very good and they work very hard over an extended period of time. This supports their learning very well. |
|--|--|

| Aspect | Comment |
|--|--|
| Behaviour, in and out of classrooms | Excellent. Pupils behave exceptionally well in lessons and around the school. They pay close attention to the teachers and get on with their work quickly. Excellent behaviour in the playground helps everyone to enjoy school. |
| Personal development and relationships | Very good overall and relationships are outstanding. Excellent relationships between pupils and with adults support learning in lessons. Pupils are eager to take on responsibility and members of the school council have brought about real improvements for the pupils, such as timetabled sessions for ball games in the playground. |
| Attendance | Above average. It is above the level of most schools nationally. |

TEACHING AND LEARNING

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

The quality of teaching and learning is very good overall. No unsatisfactory teaching was observed. Improvement since the last inspection is good as a few lessons were judged to be unsatisfactory then and the percentage of very good teaching was much lower. Teaching and learning in the reception class are good because a wide range of appropriate activities helps the children to grow in confidence and make good progress. In Years 1 to 6, the teaching of English and mathematics, including literacy and numeracy, is very good overall and has improved significantly since the last inspection. There are a considerable number of strengths in the quality of teaching. All teachers have very good skills in managing behaviour and in working with classroom assistants and using their skills effectively. Basic skills, such as tables, spelling and handwriting, are taught very well and pupils’ learning in these aspects of literacy and numeracy is very good. In addition, teachers throughout the school ensure that there is a strong emphasis on the teaching of experimental and investigative science with very effective organisation of resources that results in no time being wasted.

In Years 1 and 2, teachers have a good knowledge and understanding of the subjects they teach and use good methods. As a result, the pupils respond well and make every effort to answer questions accurately and finish their tasks. The use of assessment is good in Years 1 and 2 and pupils’ learning is moved forward well. There are hardly any weaknesses although, very occasionally, the younger pupils are kept sitting for too long and become restless. Most teachers in Years 3 to 6 have very good subject knowledge in several subjects. This has an impact on how well the pupils learn. For example, they learn to research very carefully in history and to present the results of their work in science numerically by drawing charts and graphs accurately. Teachers use effective methods to inspire their pupils who respond well by showing a very keen interest and independence in their learning. In addition, in Years 5 and 6, the work is very challenging in several subjects, which results in pupils making every effort both intellectually and creatively to produce work of a high quality, for example in science, history and art and design. The school meets the needs of all pupils well, including those children with special educational needs and those from an ethnic minority background.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. In all subjects, the school provides a wide range and variety of activities. Literacy and numeracy are particularly strong. The curriculum is enriched by a range of visits, visitors and a residential week. Planning has improved significantly and skills are developed very well. The school's provision for extra-curricular activities is good and the provision for sporting opportunities is much better than most schools. This contributes very well to the pupils' high standards in physical education. |
| Provision for pupils with special educational needs | Good. Effective support for pupils is carefully planned and organised by the teachers and assistants. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall. The school develops pupils' personal skills very well through the day-to-day life of the community and in lessons. Very good provision for spiritual, moral and social development and good provision for cultural development. There are too few opportunities for preparing pupils for living in a culturally diverse society. |
| How well the school cares for its pupils | Good. The school provides a good, caring environment for the pupils and child protection procedures are secure. The school has effective procedures overall for monitoring and assessing pupils' academic and personal progress. |
| How well the school works in partnership with parents | Very good. A large number of parents help in school and on visits. The parent teacher association raises substantial funds and the vast majority of parents contribute to their children's learning at home. |

The school's links with its partner institutions are very good. Effective links with the local pre-school ensures a very smooth transition into the reception class. The school's ICT co-ordinator is leading a project team together with representatives from other local schools and this has had an impact on the use of ICT in other subjects in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher is an inspiring leader who has a very clear vision for the school. She is assisted very effectively by the senior management team and other key staff. This has a significant impact on improving the school and maintaining high standards. |
| How well the governors fulfil their responsibilities | Very good. The governing body supports the school very effectively. Governors bring useful professional experience to the school from their own backgrounds, which helps them to fulfil their responsibilities very well. |
| The school's evaluation of its performance | Good. The school has analysed the results of the end of year tests effectively and priorities for improvement are good with a very clear focus on how they are to be achieved. The quality of teaching has improved substantially since the last inspection as a result of consistent monitoring. |
| The strategic use of | Good use is made of resources and all extra funding that the school is |

| | |
|-----------|---|
| resources | given. The budget is well planned with clear strategies to ensure that available funds are targeted towards further school improvement. |
|-----------|---|

The number of teaching staff is adequate and teachers are well qualified. Accommodation is very good and resources are good overall with several strengths, including the school's new computer suite. The governing body applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Their children like school and are making good progress. • Behaviour is good and the school is helping their children to become mature and responsible. • Teaching is good and parents feel comfortable about approaching the school with questions or a problem. • The school expects children to work hard and achieve their best. • The school is well led and managed and works closely with parents. | <p>The great majority of parents are happy with all aspects of the school.</p> |

The inspection team agrees with the positive views of parents. However, the inspection team found behaviour to be excellent, teaching very good overall, and leadership and management very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class with above average levels of attainment. Most children are achieving well and a high proportion is on course to exceed the Early Learning Goals in all the areas of learning. The children are confident and contribute sensibly when they are sitting with their teacher. All the children enjoy listening to stories and they are particularly enthusiastic to explore the activities arranged for them in the classroom and the very good outdoor learning environment.
2. Standards of attainment have improved significantly since the last inspection in several subjects. The results of the national tests at the end of Year 2 in 2002 showed that pupils attained above average standards in reading, writing and mathematics. Standards in science, assessed by the teacher, were also above average. The current Year 2 pupils should attain well above average standards in all four subjects. This is an improvement since the previous inspection when standards were judged to be average in all these subjects except for reading, where they were judged to be above average. Over the past three years at the end of Year 2, the girls have outperformed the boys in English. This is because the boys' skills in writing stories and factual accounts were not so well developed. Inspection findings show that the performance of boys has improved due to the keener focus on planning to improve their writing skills. However, the girls' performance has improved further and the gap still remains. In other subjects, standards are above average except in information and communication technology (ICT) where they are average due to the limited number of computers in classrooms. The achievement of all pupils, including those with special educational needs and the few pupils from ethnic minority backgrounds, is good in English, mathematics, science and art and sound in all other subjects except ICT, where achievement is satisfactory.
3. In the end of Year 6 national tests in 2002, standards improved significantly in English and showed that pupils' attainment was very high compared with the national average, being among the highest 5 per cent of schools nationally. In mathematics, well above average standards were maintained and, in science, attainment improved from above average in 2001 to well above average in 2002. These results were equally favourable when compared to similar schools. Inspection findings for the current Year 6 are that standards are well above average in all three subjects, and this is a significant improvement from the last inspection when standards in English and science were judged to be above average and, in mathematics, average. In other subjects, standards are also well above average except in design and technology, ICT and religious education where they are above average. The good achievement evident in the work of pupils throughout the school results in very good achievement by the end of Year 6 in most subjects. In design and technology, geography, ICT and religious education, achievement is good. The achievement of pupils with special educational needs and those few pupils from ethnic minority backgrounds is the same as all other pupils. During the last five years, the school's results have improved steadily, in line with the national trend. Over the past three years, the girls have outperformed the boys in mathematics but, during the inspection, no difference was observed between the boys and girls in all subjects.

4. The reasons for the improvement in attainment at the end of Year 6 in most subjects since the last inspection are the result of the appointment of a strong group of teachers and a more focused strategic leadership on raising standards.

5. Pupils' very good attainment in literacy and numeracy across the school is a result of teachers ensuring that the pupils are taught the basic skills effectively. In particular, the strong focus on the teaching of phonics in the reception class and Years 1 and 2 has helped to move the pupils' learning forward more rapidly. In addition, the shared and guided reading initiatives implemented by the English co-ordinator have helped to improve standards in English for the older pupils, as well as the focus on encouraging better writing from the boys. The significant improvement in numeracy is due, in part, to the very good implementation of the numeracy strategy but also to the improved teaching and learning that has developed consistently. Opening sessions in numeracy lessons are very effective in Years 3 to 6 with pupils showing their well above average ability to calculate number problems quickly and to use different strategies to find answers to the same questions. The teachers' good use of numeracy skills in science has had a significant effect on the pupils' good skills of drawing charts and creating graphs. Weaknesses in literacy and numeracy are very few. There is not enough planning in other subjects for literacy to be taught using, for example historical texts. In mathematics, although there are opportunities for pupils to investigate problems that are very challenging, these are not yet systematically planned.
6. Pupils who have special educational needs achieve very well overall by the end of Year 6 and make very good progress in lessons due to the efficient use of classroom assistants. Teachers plan and provide appropriate work and challenges for those who need extra help and support. Small groups are also given concentrated help. For example, older pupils receive additional support for literacy and numeracy. Pupils who have a statement of special educational need have their own designated classroom assistant and are supported well. The special educational needs co-ordinator works with individuals or small groups who need more focused help and this is having an impact on their good progress.

Pupils' attitudes, values and personal development

7. The pupils enjoy coming to school and have maintained their good levels of attendance found at the time of the last inspection. Their attitudes to school are very good and their behaviour is exemplary. The pupils have a very confident approach to learning and their personal development is very good. Their relationships with adults and other pupils are excellent. Most of these aspects have improved since the last inspection and have a very positive effect on pupils' learning.
8. In the Foundation Stage, the children sit quietly and attentively when in whole class sessions. They join in group activities with enthusiasm and persist for appropriate lengths of time at most activities. Their behaviour is very good and all children have an awareness of the expectations set by the reception class teacher. When working together, they co-operate well and support one another. Children operate independently within the classroom, are friendly and confidently exchange ideas with adults.
9. Throughout the rest of the school, the pupils are very enthusiastic learners and show great interest in all that they do, both in lessons and in their extra-curricular activities. One reason for pupils' very good attitudes to learning is that teachers promote the pupils' spiritual awareness very well and develop the pupils' sense of self-esteem and self worth. This was seen in a Year 5 art and design lesson when the pupils were working on their Kenyan clothing and jewellery. All the pupils concentrated very well on their work, supporting and celebrating each other's achievements. These excellent attitudes enabled the pupils to make significant progress within the lesson and they all produced work of a very high standard.

10. The pupils' behaviour is excellent both in lessons and around the school. The strong moral ethos and feeling of community enables the school to operate in a happy and harmonious environment. The pupils know that adults working in school expect very high standards of behaviour and the pupils respond accordingly. The pupils enjoy receiving rewards and are proud when their name is read out from the 'Silver book'. Behaviour in assembly and in the playground is also excellent. The pupils are trustworthy and show respect for property. The pupils say that rare incidents of anti-social behaviour are dealt with effectively and there have been no exclusions.
11. The pupils' personal development and relationships are very good. The school's very good provision for social development helps the pupils to become well-rounded young citizens. The pupils are eager to take responsibility, and help within the classroom and the dining hall. Older pupils enjoy their duties as prefects, supporting the midday supervisors at lunchtime. The members of the school council all take their responsibilities very seriously and have brought about real improvements for the pupils such as new playground equipment and timetabled sessions for ball games. Relationships throughout the school community are excellent. Pupils share equipment in the computer suite and listen carefully to each other's performances in music. Older pupils work happily with younger pupils on projects such as writing stories and pupils of differing ages play well together. The pupils are developing a good understanding of expressing their own and other's feelings.
12. The pupils' attendance is good. The attendance rate of 95.2 per cent is above that found in similar schools and there are very few unauthorised absences. The vast majority of parents bring their children to school on time and the school day starts promptly.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching and learning is very good overall. It is good in the Foundation Stage and in Years 1 and 2, and very good in Years 3 to 6. In their response to the questionnaire, the vast majority of parents indicated that they believe teaching is good. The quality of teaching was good in seven out of eight lessons and very good in two out of five lessons. A small proportion of teaching was excellent. No unsatisfactory teaching was observed. This is an improvement since the last inspection when a few lessons were judged to be unsatisfactory and the percentage of very good teaching was much lower. The quality of teaching and learning in the majority of lessons observed in Years 5 and 6 was very good.
14. The quality of the teaching and learning for children in the reception class is good overall and very good in the personal, social and emotional, and communication, language and literacy areas of learning. Planning and assessment are very good aspects of teaching and have an impact on ensuring that pupils make good progress in lessons. The teacher and nursery nurse manage the children well and provide caring support and guidance. They listen carefully to what the children have to say and demonstrate effective skills in helping the children to develop their good language skills further.
15. The quality of teaching and learning for pupils who have special educational needs is good in Years 1 and 2 and very good in Years 3 to 6. Pupils with special needs are identified very quickly when they start school and effective methods are used to support them. The special needs assistants work well with the teachers, focusing on those pupils who require individual help either in class lessons or in small group work. Small groups are withdrawn regularly from lessons for specific literacy and numeracy teaching, but care is taken to ensure that this withdrawal does not interfere with the pupils' overall learning.

16. In Years 1 and 2, teaching is very good in English and history and good in all other subjects except ICT where it is judged to be satisfactory. No judgement could be made on teaching and learning in music and physical education as no lessons were observed in music and only one lesson in physical education. The quality of teaching and learning in Years 3 to 6 is very good overall. Teaching is judged to be very good in most subjects and good in design and technology, ICT and religious education.
17. There are considerable strengths in the quality of teaching. All teachers throughout the school have very good skills in managing pupils' behaviour, in liaising with classroom assistants and using their skills effectively. These very good skills support pupils' learning effectively. No time is wasted in ensuring that all pupils are concentrating on producing high quality work. In Years 1 and 2, teachers' planning is effective, they have good knowledge and understanding of the subjects they teach and use imaginative methods. As a result, the pupils respond well and make every effort to answer questions accurately and finish their tasks in good time. All the teachers assess the pupils' work well and ensure that their planning is moving the pupils' learning forward. In English in Years 3 to 6, most teachers have very good subject knowledge and high expectations. They use very effective methods for teaching the basic skills such as spelling and handwriting. Teachers use very good methods in mathematics to explain how to calculate complex number problems. This moves the pupils' learning forward significantly. In science, the teaching of numeracy to produce charts and graphs to show the results of experiments is very good throughout the school. These skills support pupils' mathematical progress. In addition, teachers ensure that there is a strong emphasis on the teaching of experimental and investigative science with very effective organisation of resources that results in no time being wasted.
18. Most teachers have very good subject knowledge in art and design, history, geography and physical education and are able to teach their pupils the skills they need to attain high standards as well as how to research the particular topics they are studying. In music, the quality of teaching is enhanced by the excellent subject knowledge of the visiting music teachers. However, in science, the pupils' learning would be even further improved if there was a stronger focus by teachers in Years 2 to 5 on ensuring that the pupils give reasons for their predictions when conducting experiments. Very occasionally, teaching is less effective when the younger pupils are expected to sit for inappropriate periods of time and their concentration is affected.
19. The teachers' use of ICT is good overall. The computer suite has only just opened and the older pupils are using it well. In addition, there are computers in each classroom but, for the younger pupils, the number of computers is limited and puts a constraint on the pupils' learning. Most staff are proficient and confident using the computers in their classrooms. However, a few are not so confident at using the ICT suite and await training. The co-ordinator is very supportive and gives all teachers help when they need it. The school has made good links with a school in Thailand to enhance the pupils' geographical skills and knowledge using e-mail to communicate.
20. The teaching of literacy and numeracy is very good overall. Basic skills are taught very well throughout the school with a strong focus on phonics to ensure that reading skills are developed quickly and effectively. Spelling and handwriting are taught well and the children in the reception class are expected to join their letters straight away. Although this is ambitious, it is proving to be effective and eliminates bad habits from an early age. In Year 1, excellent methods of teaching the younger pupils how to write stories result in well above average standards in writing generally and this helps pupils' progress over time. In numeracy lessons, very effective methods of teaching Year 2 pupils how to collate information and show it on a graph led to very good learning taking place. Higher attaining pupils were able to interpret their data. This is a complex skill for pupils of this age. Quick-paced opening sessions in most lessons move the

pupils' learning forward and excellent questioning skills in several lessons result in pupils solving problems using their own strategies. Less effective teaching was observed in Year 1 when pupils were given tasks that they could complete very quickly because their knowledge was totally secure. However, the teacher quickly spotted this and revised her planning appropriately.

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

21. The quality and range of the curriculum provided by the school are good and promote the aims of the school well. This is an improvement since the last inspection when the curriculum was judged to be satisfactory. It meets all statutory requirements of the National Curriculum and the agreed syllabus for religious education. Opportunities for pupils to learn through extra-curricular activities are good and these enrich experiences in Years 3 to 6.
22. The quality and range of learning opportunities for children in the Foundation Stage are good. The planning of work is very good and takes full account of the six areas of learning as recommended in the curricular guidance. A strong emphasis is placed on providing first-hand experiences for the children and the resources in the outdoor learning environment are plentiful and of good quality. This is a significant improvement since the last inspection.
23. Throughout the rest of the school, the curriculum is carefully planned and all subjects follow nationally recommended schemes. This is also an improvement since the last inspection. Alongside a strong emphasis on English and mathematics, the school offers a wide curriculum in the foundation subjects. In history, geography, art, music and physical education the pupils attain well above average standards by the end of Year 6, owing to good provision for these subjects. The curriculum is enriched by visits, visitors and a residential visit to the Isle of Wight by Year 6. Curriculum time is very well used and no time is wasted. Particularly gifted and talented pupils are known to teachers but are not specifically identified throughout the school. The school works hard to ensure equal access to the full curriculum for all pupils and to include all pupils in its work.
24. The curriculum for pupils with special educational needs is good, and the school takes great care to ensure that pupils of all levels of attainment can learn successfully. Teachers generally provide appropriate work for higher attaining pupils, as well as support for those pupils who need extra help. Small groups are formed for extra help in literacy and numeracy and these are well taught. At various times throughout the day, usually during literacy lessons, pupils are withdrawn for support in small groups. They benefit from consolidating basic skills in such aspects as phonics, grammar and spelling. Individual education plans are monitored regularly by the special educational needs co-ordinator and they help to guide teachers and assistants towards meeting the pupils' targets. In a few cases, targets on the individual education plans do not have a sharp enough focus. However, the school is aware of this and has already made plans for review.
25. The strategies in place for teaching literacy and numeracy skills are very good overall, and literacy skills, in particular, are used and developed across a range of subjects. The daily mathematics lessons are taught very effectively overall and sound links are made to other subjects. The use of numeracy in science is very good and enhances the pupils' learning.
26. The curriculum is enriched by a large number of extra-curricular activities. There is a wide range of clubs, including sport, music, cookery, and various board games. A considerable number of pupils are learning to play a musical instrument. This, together with the choir and the school orchestra, makes a valuable contribution to the school's music curriculum. Sporting activities make a significant contribution to standards in physical education, and specialised

coaches visit the school regularly. Year 6 pupils have the opportunity to learn Italian for one lesson each week and German is offered as an after school activity.

27. A new scheme of work is in place for personal, social and health education that includes appropriate areas of citizenship for pupils in Years 1 to 6. Studies for younger pupils include an emphasis on rules and developing a healthy life style as well as keeping themselves safe. Valuable learning about citizenship includes helping others and looking after the environment, respect for the similarities and differences between peoples, and personal relationships. The scheme builds carefully on these early principles and older pupils revisit those areas as well as studying drugs misuse and sex education. Junior citizenship includes young carers and first aid. The scheme is underpinned by a checklist for each pupil covering their knowledge, skills and understanding in this important area of the curriculum. This monitors many aspects of their personal development and indicates where support may be necessary.
28. Overall, the school's provision for the pupils' spiritual, moral, social and cultural development is very good and this has a very positive effect on many aspects of school life. The school has made substantial improvements in the provision for pupils' personal development. At the time of the last inspection, spiritual development was satisfactory; it is now very good. The pupils' social and moral development were judged to be good; they are now very good. The school has maintained its good provision for cultural development.
29. The teachers are skilled at making the most of opportunities to explore spiritual awareness. In lessons they create an atmosphere in which pupils can flourish and grow without fear of failure. The pupils become confident when contributing to discussions and thrive in an atmosphere where they feel safe to take risks in their learning. Meaningful assemblies led by the head teacher and senior staff encourage pupils to reflect on themes and relate them to their own life and work. For example, through a story of how a mother cared for her child and how he in turn cared for his elderly mother and his own young child, the pupils realised that they can both receive and give love throughout their lives.
30. The school's provision for the pupils' moral development is very good. This is not a highly regimented community but one where there are high expectations of good and respectful behaviour. The school's strong moral code and feeling of community enable the school to operate as a supportive and safe learning environment where pupils feel able to rise to the challenges they have been set. Teachers and support staff respect the individuality and achievements of the pupils and reward systems are effective in promoting good behaviour. Moral issues such as river pollution and growing cash crops are carefully explored in lessons.
31. The school provides very good opportunities for the pupils' social development. The school successfully promotes a feeling of community and the pupils appreciate the positive message displayed around the school such as, '*A smile is contagious – is yours?*' The school council enables pupils to not only bring about improvements in school life, but to learn about leadership and responsibility. Some members of school council said that making the right decision wasn't always easy, especially as they had to consider safety and cost when making improvements to the playground. The school encourages pupils to think of others, for example through raising funds for charity and preparing lunch for residents at a local college. The school fosters excellent relationships and the staff act as very good role models. The pupils are encouraged to support each other and to work and play together. Older pupils gain valuable social skills through a residential visit to the Isle of Wight and through the Junior Citizen project.
32. The school's provision for cultural development is good. The pupils' knowledge of their own culture is successfully developed throughout the curriculum. For example, the pupils visited

Hever Castle to experience life in Tudor times. With the support of a visiting artist, the pupils made lanterns and took part in a traditional festival in a neighbouring village. The school provides good opportunities for pupils to gain insights into other cultures. For example, a display of photographs of England and Kenya challenged pupils' perceptions of life in both countries. The pupils' understanding of other faiths is deepened in religious education and some assemblies. However, the school provides limited opportunities for pupils to learn about living in a diverse cultural society.

33. The school's partnership with the community is good and these links have a positive impact on the pupils' attainment and personal development. The school readily takes part in local events. For example, the pupils worked with the parish council on a Golden Jubilee tapestry and took part in a local lantern procession. Visitors such as a theatre groups and a brass quintet enrich the curriculum. The school arranges a good range of visits, for example to a Roman Fort and a local nature reserve. The school has established good links with the local church, which is used as a resource and for special services. Through working with chefs at a local restaurant, the reception children gained valuable insights into the world of work. The school values the help given by local residents who visit classes, for example to talk about their wartime experiences.
34. The school's links with its partner institutions are very good. The school works closely with the local pre-school to ensure that the children's transfer is as smooth as possible. Through membership of the Foundation Stage support group and the local cluster group, staff benefit from sharing ideas and training with teachers from other schools. The school's ICT subject manager co-ordinates a project team from local primary and secondary schools and this has enhanced the use of ICT in other subjects as well as developing the pupils' computer skills.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Since the last inspection, the school has continued to provide pupils with a good standard of care. Parents are pleased with the level of support in the school, seeing it as a caring community where the headteacher and all teachers are approachable if there are any problems. The procedures for monitoring pupils' academic performance and personal development and for providing educational and personal support and guidance are good overall. Strengths lie in the very good procedures to promote good behaviour and prevent bullying.
36. The school has good procedures to ensure the pupils' welfare, health and safety. In a recent survey of pupils, the vast majority said that they felt safe in school and that they considered the premises to be clean. The class teachers know the pupils well and give good support on a day-to-day basis. At a weekly staff meeting, sensitive discussions take place on any pupils causing concern. Other adults working in school including support staff, office staff and midday supervisors also make valuable contributions in caring for the pupils. One of the comments from the pupil survey was, 'adults are always there for the children'.
37. The school has appropriate arrangements for child protection and has drawn up a very good policy. The head teacher is the designated member of staff with responsibility for child protection and carries out her duties effectively. All staff, except the midday supervisors, are aware of the school procedures and the school has a training session planned for them in the near future. Satisfactory arrangements for pupils in public care are in place.
38. The arrangements for first aid are good and two members of the administration staff are qualified in first aid. Pupils who are ill or injured receive good care and attention and the school keeps parents well informed about accidents. The school keeps good records of all pupils with medical conditions but not all minor accidents are recorded. The school pays good attention to health and safety on a day-to-day basis. The bursar and site supervisor are vigilant of any

potential hazards and the governors make termly checks of the premises. Appropriate systems are in place for emergency evacuations and testing of electrical equipment. Risk assessments are completed for visits and activities.

39. The monitoring and support of pupils' academic performance and personal development are good overall. This is an improvement since the last inspection when they were judged to be a key issue. The school has effective systems in place for assessing pupils' attainment and progress in English and mathematics. In religious education and all other subjects of the curriculum, assessment procedures and the use of assessment by the teachers to inform planning are satisfactory overall. The school routinely carries out reading, spelling, writing and mathematics tests at the end of every year and uses these to analyse attainment levels and evidence of progress. The results of these tests also provide the school with a judgement of the levels the pupils are expected to achieve in the following year and to set the end of key stage targets. This information is held on the school's administrative computer. Assessment procedures for all subjects of the curriculum, except English and mathematics, were implemented last term and are being used systematically. In addition, it was evident in many lessons that teachers are constantly assessing the pupils' progress on a day-to-day basis and, often, change their planning to ensure that pupils are being either challenged further or given more practice in certain tasks.
40. The pupils' personal development is monitored and assessed mainly on an informal basis. In the Foundation Stage, very soon after children enter the school, they are assessed using very good procedures designed for this age range of children. This information is used to identify any child who may need additional support and to start the process of tracking the personal development of individual pupils as they move through the school. Parents are invited to take the assessment files home to share with the family. This is good practice. In Years 1 to 6, the teachers and classroom assistants know their pupils very well and, at each staff meeting, there is a time slot for the headteacher and teachers to discuss any pupils who may be experiencing problems in their personal development. These discussions are minuted.
41. The care and support of pupils with special educational needs are good. The teachers and classroom assistants know the pupils they work with very well. The school ensures that pupils with educational needs have good opportunities to take part in all school activities and their contributions are recognised and appreciated. The procedures for the early identification of pupils with special educational needs are very good. The school has good procedures for tracking pupils' progress and appropriate arrangements are made for the regular review of their targets. The school has productive and regular liaison with outside agencies that are involved, as appropriate, in pupils' reviews.
42. The school's procedures for monitoring and improving attendance are good. Registers are marked correctly and office staff follow up quickly any unexplained absences. The school reminds parents about the importance of arriving at school punctually and discourages families from taking holidays during term time.
43. The school's procedures for monitoring and promoting good behaviour are very good. The school has a very good behaviour policy that emphasises the rewarding of good behaviour. There are clear codes of conduct and each teacher has successfully developed their own system of class rewards. The procedures for monitoring and eliminating oppressive behaviour are very good. The school has adopted a detailed anti-bullying policy, with clear strategies to deal with incidents. Pupils say that rare incidents of bullying are dealt with effectively and any serious '*falling out*' is talked through in whole class discussions.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school's partnership with parents and carers is very good and this aspect of the school has been maintained well since the last inspection. Parents have very positive views of the school and many actively support the work of the school. They have great confidence in the headteacher and feel that the school '*has blossomed since her appointment*'.
45. The school's links with parents are very good. The headteacher and or other members of staff are always in the playground at the beginning and end of the school day and this provides parents with good opportunities to talk to them on an informal basis. The school values the opinions of parents and takes note of their suggestions.
46. The information the school provides for parents is good and helps them to support their children's learning. For example, during the week of the inspection, the school invited parents to attend a session on '*Spelling is Fun*' and this gave parents a better understanding of how to help their children at home. Parents value the termly information sheets about the topics their children will be studying. They also appreciate the high quality of newsletters that provide timely and relevant information, as well as celebrating pupils' work and the school's successes. The school provides parents with satisfactory information about how their children are getting on. The annual reports for pupils in the reception class are very good and give parents clear information about their children's progress. For example '*at the beginning of the year she tended to be very quiet, but in the last term she has really come out of her shell*'. The annual reports for the pupils in the rest of the school generally inform parents about what their children can do and how well they are doing in English, mathematics and science. There is not always detailed information about how they can improve their work and the meaning of grades given for the other subjects is not clear. Termly consultations with teachers give parents good opportunities to discuss their children's progress. Parents of pupils with special educational needs are well informed about the school's provision for their children.
47. The parents' involvement with the work of the school is very good and has a positive impact on many aspects of school life. Parent governors are committed, supportive and help to shape the school's future. The active parent teacher association raises considerable funds for educational purposes as well as helping with practical work such as seasonal pond clearance. Attendance at events such as concerts is high and the vast majority of parents have signed the home-school agreement.
48. The parents' contribution to their children's learning is very good. The school values the help offered by over 40 parents who assist in the classrooms each week. The vast majority of parents are very interested in their children's education and support them with their homework and ensure that it is completed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership and management of the headteacher, deputy headteacher and key members of staff is very good and has improved since the last inspection. Parents are very supportive of this aspect of the school. The headteacher provides inspiring leadership and this has led to improved attainment and achievement by the pupils in several subjects. She has a very clear vision of how to improve the school even further and how to secure commitment from all staff. Since her appointment, the headteacher has created a hard-working, strong and committed team. Management is very good and enhanced by the very good support and inclusion of the bursar as a member of the senior management team. The bursar has very good ICT skills and is a joint co-ordinator of the subject. Overall, the school's use of new technology

is good with efficient systems used in the office as well as the new computer system. A particular strength of management is the consistently high expectations of key members of staff, who effectively monitor pupils' progress, the quality of teaching in the core subjects and the implementation of the subject policies. This was a key issue at the last inspection, has been addressed successfully and has had an impact on raising standards.

50. The school has very explicit aims and values that are reflected very successfully in classrooms and around the school. There is a high commitment to developing very good relationships and equality of opportunity for all staff and pupils. There is an evident team spirit among all staff, so the capacity to improve and commitment to raising standards is strong. This ethos is reflected in the school's very good provision for pupils' spiritual, moral, social and cultural development.

51. The special educational needs co-ordinator is efficient and knowledgeable and management of this aspect of the school is good. She meets regularly with classroom assistants to ensure that pupils are fully supported. A few classroom assistants have received training and have attended a range of courses covering aspects of their work. The co-ordinator has a clear budget plan and uses the money well. There are good systems to support statement reviews that take place at appropriate times during the school year.
52. Governors are very effective in fulfilling their statutory duties, are strongly committed to the school and are very clear about the school's strengths and weaknesses. They account well for the performance and improvement of the school and are very keen to make a difference. The governing body is very well organised with individual committees responsible for particular aspects of the school's performance. Their knowledge of the school is very good and is underpinned by focussed visits by individuals. Governors evaluate the school's performance independently and with the headteacher. They are familiar with the performance data available to them and have made effective arrangements for establishing appropriate priorities in the school improvement plan. The action taken to meet the school's targets is good, is clearly identified in the improvement plan and monitored closely. While satisfactory use is made of the principles of best value, governors have yet to compare expenditure with benchmark information on similar schools.
53. The governors and headteacher have worked very closely to recruit teachers to fill vacancies and were determined to appoint a well-qualified, committed team of teachers. A detailed profile of the necessary skills and knowledge was prepared and this, together with the commitment by governors, has resulted in a strong group of teachers now in post. The organisation and time spent on recruitment has been the most demanding task experienced by the headteacher since her appointment. The support given to new members of staff is good. There is a helpful policy document for newly qualified teachers and the headteacher ensures that a member of the school management team gives every help to new staff to ensure a swift introduction to the school systems and continuing support. The school has very good potential for the training of new teachers.
54. Governors are conscious of the need for training to help them discharge their responsibilities effectively. They regularly take advantage of local authority training or commission their own, for example when preparing for the appointment of the new headteacher. Their annual report to the parents is comprehensive and meets legal requirements. Performance management, linked to priorities in the school improvement plan, is firmly established for teaching staff and it is evident that the target setting is having a positive impact on improvement in the quality of teaching.
55. Arrangements for monitoring and evaluating the school's performance, and taking action, are good. Pupils' progress is rigorously monitored by the headteacher and the outcomes analysed for strengths and weaknesses, comparing their performance with that of pupils in similar schools locally and nationally. Good use is made of the school's computer system for collecting and managing the data. Educational priorities are well supported through the school's financial planning and the judicious use of specific grants. The headteacher applies best value principles and, for example consulted with parents about many aspects of the school so that improvements could be made. In addition, she has compared the performance of the school with other schools. Government grants are being used effectively to improve toilet facilities for pupils, while the money received for children with special needs is spent well to ensure that children are effectively supported. Spending priorities in the school's comprehensive improvement plan are closely followed and have resulted, for example, in the recent provision of a computer room. The recommendations of the most recent local authority audit of financial procedures have been carried out. The school has a significant carry forward in its budget, but this money is targeted for a specific development, so next year's carry forward will be within acceptable limits.

56. Teachers are well qualified and the number of classroom assistants has increased since the appointment of the headteacher. The school's accommodation is very good and is well maintained by the site manager. The buildings and grounds are large and spacious and set in very pleasant surroundings. There are additional rooms to provide teaching spaces for music and design and technology and these are well used. The outdoor learning environment for the children in the Foundation Stage is very well resourced and this is an improvement from the last inspection. Resources for learning are generally good with some significant strengths, such as the newly created computer room and the school's own swimming pool. The curriculum is well resourced.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. There are no significant weaknesses for the school to address but, in the context of its many strengths, there are three minor areas for improvement, which the school may wish to include in its plans for development.
- (1) Improve the quality of the annual reports for parents, ensuring that information is clear about the progress children make in subjects other than English, mathematics and science;
 - (2) Include more opportunities in the curriculum for preparing pupils for living in a culturally diverse society;
 - (3) Formally identify the gifted and talented pupils throughout the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 41 |
| Number of discussions with staff, governors, other adults and pupils | 32 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 16 | 18 | 6 | 0 | 0 | 0 |
| Percentage | 2 | 39 | 44 | 15 | 0 | 0 | 0 |

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

Information about the school's pupils

| | |
|--|--------------|
| Pupils on the school's roll | YR– Y6 |
| Number of pupils on the school's roll (FTE for part-time pupils) | 211 |
| Number of full-time pupils known to be eligible for free school meals | 2 |
| 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 | 28 |
| English as an additional language | No of pupils |
| Number of pupils with English as an additional language | 0 |
| Pupil mobility in the last school year | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 8 |
| Pupils who left the school other than at the usual time of leaving | 10 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.8 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 18 | 12 | 30 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 16 | 16 | 17 |
| | Girls | 12 | 12 | 12 |
| | Total | 28 | 28 | 29 |
| Percentage of pupils at NC level 2 or above | School | 93 (81) | 93 (90) | 97 (87) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 17 | 16 | 16 |
| | Girls | 12 | 12 | 12 |
| | Total | 29 | 28 | 28 |
| Percentage of pupils at NC level 2 or above | School | 97 (81) | 93(84) | 93 (81) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 11 | 19 | 30 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 10 | 10 |
| | Girls | 19 | 17 | 18 |
| | Total | 30 | 27 | 29 |
| Percentage of pupils at NC level 4 or above | School | 100 (78) | 90 (85) | 93 (100) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 10 | 11 |
| | Girls | 18 | 17 | 17 |
| | Total | 29 | 27 | 28 |
| Percentage of pupils at NC level 4 or above | School | 97 (85) | 90 (85) | 93 (89) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

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

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|-----------------------------|--|---------------------------------------|
| White – British | 176 | 0 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 3 | 0 | 0 |
| Mixed – White and Black Caribbean | 0 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 1 | 0 | 0 |
| Asian or Asian British - Indian | 2 | 0 | 0 |
| Asian or Asian British - Pakistani | 0 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 2 | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 | 0 |
| Black or Black British – African | 0 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 |
| Any other ethnic group | 0 | 0 | 0 |
| No ethnic group recorded | 3 | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 9.65 |
| Number of pupils per qualified teacher | 22 |
| Average class size | 30 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 158 |

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 2001/02 |
| | £ |
| Total income | 528,919 |
| Total expenditure | 475,705 |
| Expenditure per pupil | 2,343 |
| Balance brought forward from previous year | 14,172 |
| Balance carried forward to next year | 53,214 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 8 |
| Number of teachers appointed to the school during the last two years | 7 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 211 |
| Number of questionnaires returned | 174 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 69 | 27 | 3 | 0 | 1 |
| My child is making good progress in school. | 52 | 45 | 2 | 0 | 1 |
| Behaviour in the school is good. | 56 | 42 | 1 | 0 | 1 |
| My child gets the right amount of work to do at home. | 32 | 52 | 12 | 2 | 2 |
| The teaching is good. | 61 | 36 | 1 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 42 | 46 | 12 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 69 | 27 | 2 | 0 | 2 |
| The school expects my child to work hard and achieve his or her best. | 60 | 38 | 1 | 0 | 1 |
| The school works closely with parents. | 53 | 38 | 8 | 0 | 1 |
| The school is well led and managed. | 75 | 23 | 1 | 0 | 1 |
| The school is helping my child become mature and responsible. | 55 | 42 | 1 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 47 | 38 | 12 | 1 | 2 |

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

58. Since the last inspection, there have been considerable changes and improvements in the provision for children in the Foundation Stage. There is now a very well resourced outdoor play area that is fully utilised during the day as part of the learning environment. An experienced and well-qualified teacher was appointed last September and teaching and learning have improved. The nursery nurse is now working full-time and takes a full part in planning the curriculum and assessment. Both these aspects of provision are very good and this is a significant improvement from the last inspection. Several parents support the teacher frequently and provide the children with consistent and reliable help. The teacher has set up very good links with parents including secure induction procedures, such as home visits, and a system that allows the parents to take home and share their children's record files. The files contain examples of the children's work and comments on progress in each area of learning made half termly.
59. Children are admitted to the reception class at the beginning of the autumn term, either full or part-time, depending on when their fifth birthday occurs. The youngest children are admitted in phases but all are full-time by the second week in December. Practically all of the children have attended pre-schools or nursery schools before they enter the reception class and very good links have been established with the nearest pre-school. Children's attainment on entry is above average overall. Most children are achieving well and a high proportion will exceed the Early Learning Goals in all the areas of learning by the time they enter Year 1. Overall, the quality of teaching and learning is good but in the personal, social and emotional and communication and language and literacy areas of learning, teaching is very good. This is a significant improvement since the last inspection.

Personal, social and emotional development

60. Children's achievements are good. The well-organised procedures help the children to develop self-confidence and assurance and to take care of their own needs. Children choose activities sensibly, find the right equipment and use their initiative. The behaviour of the children in the classroom and when moving around the school is very good. Occasionally, they are a little over-excited and become noisy during the time when they have the freedom to choose from the wide range of opportunities available. They undress for physical education lessons with very little help. Most children settle quickly to whole-class sessions, such as the short times for the adapted literacy and numeracy lessons. They concentrate fully on tasks when working in small groups with the teacher. Teaching is very good and personal and social development is strongly promoted when planning the curriculum. All adults working with the children treat each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop an awareness of others. Snack time is used appropriately to develop the children's social skills as the adults sit and talk with them while they eat.

Communication, language and literacy

61. Children's achievement is very good in this area of learning. When taking part in discussions they listen attentively and are confident in their use of a growing vocabulary. For example, when the teacher was asking questions about a picture in the large book being used for teaching reading skills, one of the children noticed that the word 'and' was contained in the name of the book, '*Handa's Surprise*'. He was confident enough to put up his hand and tell the teacher what he had noticed. Teaching and learning are very good and there is a strong focus on the teaching of phonics. More than two-thirds of the class recognise familiar words and work out

what simple three or four letters words say. In addition, the children are very quick at using the story line and illustrations in a book to guess correctly the more unusual words. Consistent strategies used by the teacher enable all pupils to recognise and say initial sounds of words. Each morning the teacher holds up cards showing letters and groups of letters. She consistently reinforces the children's knowledge of sounds and how to build up words. The children are also learning 'tricky words' that they know are far more difficult, but they enjoy celebrating their successes at recognising the words from their shapes.

62. The children are learning to write by joining up letters. This is ambitious but is proving to be successful and, with support, most children are able to write simple words and phrases using their phonic knowledge. When the children explore their writing skills on their own, they enjoy creating letter strings to write their own messages. A good range of writing is planned for the children so they are aware of how to write lists or send letters to their friends. However, a few children are still making marks on paper and need more support.

Mathematical development

63. This area of learning is well taught and, by the end of the reception year, most children will exceed the national expectations in the Early Learning Goals. Their achievement is good. The teacher uses a range of imaginative strategies in direct teaching sessions, such as physically putting her hand on her head to explain to the children how to remember the numbers they are adding up. As a result, the higher attaining children hold numbers from 10 to 20 in their heads and count on accurately using their fingers or a number line. These more formal activities for mathematics are introduced effectively to the children through the framework for teaching numeracy. Most children add up numbers less than ten using plastic cubes and other equipment, and several use numbers that are more than ten. Most children write numbers and many are beginning to record numbers unaided. They recognise and name a triangle, circle, square and rectangle and show an awareness of measurement, for example by finding out which teddy is the heaviest or lightest. The role-play area is a shop with items that have been priced. With support, several children have been able to match 2p, 5p and 10p coins to the price tags.

Knowledge and understanding of the world

64. Children enter the reception class with good general knowledge, which the teacher builds on effectively helping them to learn more about the world around them. Teaching and learning are good and a high proportion of children are on course to exceed the national expectations in the Early Learning Goals. The children achieve well. Activities are effectively planned and organised and are carefully linked between the areas of learning and subjects. 'Fruits' have been used this term as the theme for many activities, for example to introduce the science element of this area of learning. A helpful parent ensured that most of the children were able to use a magnifying glass to examine the peel of fruits, including pineapple and guava. The children were encouraged to think of appropriate words to describe the peel. All pupils are making progress using the computer keyboard and the mouse, and the higher attainers select icons from the toolbar to change the colour in their drawings and to close down programs. From a scrutiny of their record folders, it was evident that the children have 'had a go' at drawing a map for Goldilocks to find her way to grandma's house. A few children were able to say what they were like as babies and how they have changed. The children described how porridge oats had changed while cooking, for example 'squashy, soft and melted'. During the inspection, a parent was helping the children to plant cress seeds and encouraging them to say what might happen after they had been watered. A good range of construction toys and materials are provided for the children to explore, using their growing skills to make models.

Physical development

65. Pupils' achievement is good in this area of learning because of the very good opportunities they have for using the wide variety of equipment available in the outside learning environment. This is a significant improvement since the last inspection. They are very confident using the slide, for example sliding down backwards and forwards without hesitation. They enjoy riding the bicycles and show good skills, energy and speed when carrying out various turns. Large equipment is provided outside for the children to use their imagination for example, pretending to be builders constructing roads. Teaching and learning are good and the children are encouraged to explore, investigate and discover for themselves through practical experiences. Both indoors and outdoors, there are plenty of opportunities for the children to develop their writing and drawing skills. The children have regular opportunities to use the hall for physical education lessons and they make good use of the space and learn to move in different ways.

Creative development

66. Teaching and learning in this area of learning is good and the children achieve well. Children have opportunities to experiment with texture, colour, shape and form. For example, they looked closely at fruits that had been cut in half, such as a pineapple, a guava and a banana. A few children drew the fruits on a polystyrene tile and used their drawing to print out painted outlines. Their pastel drawings of fruits completed earlier in the term showed a bold use of strong colours such as red and yellow for apples and peppers. The children enjoyed handling the untuned percussion instruments in the music room and making very loud noises. Several of the children knew the names of their instruments. Children were observed in a small group with one of the pre-school workers who is a talented singer and musician. She worked with the children playing her guitar, encouraging them to sing and also to play their instruments. Role-play activities are provided both indoors and outdoors and are favourite choices for the children to exercise their imagination. Good teaching leads to effective planned links to other areas of learning.

ENGLISH

67. Inspection findings are that standards of attainment at the end of Year 2 are well above average and the achievement of all pupils during Year 1 and 2, including those with special educational needs, is good. A significant number of higher attaining pupils are attaining well above average standards. This is a good improvement since the last inspection when standards in English at the end of Year 2 were judged to be average. Results in the national tests for 2002 at the end of Year 2 were above average in both reading and writing. These standards have improved due to very good teaching, resulting in very good learning. Over the last three years, girls have done better than boys in national tests in both reading and writing. At the time of the inspection it was evident that girls are continuing to outperform boys in reading and writing in Year 2. Although the performance of boys has improved due to the keen focus on improving their skills, the girls have improved further so there is still a gap.
68. Standards in Year 6 have improved since the last inspection and are now well above average. All pupils in Years 3 to 6, including those with special educational needs, achieve well. This good achievement is sustained throughout the school leading to very good achievement by the end of Year 6. Results in the national tests at the end of Year 6 in 2002 showed that pupils' attainment was very high compared with the national average, being among the highest 5 per cent of schools nationally and when compared to similar schools. Standards have improved due to the very good teaching throughout Years 3 to 6. There is no significant difference between the performance of boys and girls. The school's performance in national tests over the last three years has been mainly well above average.

69. By the end of Year 2, standards in speaking and listening are well above average. Pupils are given many opportunities to practise speaking and listening in lessons. Teachers give clear instructions and encourage pupils to listen carefully enabling them to get on with their tasks without delay. At the end of a very good lesson where pupils were learning about definitions, many competently read out their own definitions of words linked to their science work on electricity. Pupils listened attentively to each other. By the end of Year 6, speaking and listening skills are very good. Pupils are given many opportunities to listen and speak together in Years 3 to 6, especially through poetry. In an example of good teaching about identifying different patterns of rhyme and verse, a group of paired pupils prepared "*From a Railway Carriage*" to read to the class. They listened carefully to the poem and explained the rhyming scheme. They suggested different ways of reading the poem, practised well together and performed to the class at the end of the lesson. Pupils' excellent behaviour and attitude to their work make a significant contribution to their ability to listen well and make rapid progress. A very small minority of pupils find speaking and listening difficult but, after early identification, they are well supported and encouraged in lessons by well-trained classroom assistants.
70. By the end of Year 2 standards in reading are well above average. In Year 1 most pupils have a very secure knowledge of sounds and many have acquired very good strategies for having a go at building unknown words. In Year 2 a high proportion of pupils are reading at the correct level for their age without hesitation. They recognise when they have made a mistake and correct themselves. Almost all pupils talk about how to use information books, knowing about the contents and index pages. Some have a favourite author. They talk confidently about the story they are reading and about what might happen next. In a spelling lesson, they read well together from the board. By Year 6, almost all pupils are reaching at least the expected level for their age and many exceed this. They read with understanding, fluency and great expression. A very small minority of pupils experience difficulties when they read. This is often because they miss some punctuation and consequently do not make full sense of the sentence. Pupils continue to read aloud well in class, especially poetry.
71. Throughout the school nearly all pupils enjoy reading. Many visit both the school library and the local public library, and know the difference between fiction and non-fiction books. Older pupils understand the Dewey system for classifying non-fiction books. Pupils are very well supported in their reading both at school and at home. A very good system for grading books and for practising reading skills exists in school and pupils are encouraged to take books home regularly. Both parents and teachers contribute to well kept home/school reading records. There is a good source of quality books from which pupils can choose. Although both school libraries are very attractive and well resourced, they were underused during the week of the inspection. This is an aspect of English that has not improved since the last inspection but it has been recognised by the school as an area for development and is already a part of the newly drafted school improvement plan.
72. Standards of writing are well above average at the end of Year 2. Pupils use a variety of writing forms and the school pays considerable attention to the teaching of grammar. There are very good opportunities for infant pupils to use well-known stories and poems as models for their own work. Spelling and handwriting are consistently well taught and the presentation of pupils' work is very good. Results in spelling have improved consistently over the last few years. Very good teaching in Years 3 to 6 results in well above average standards in writing by the end of Year 6. Pupils' work is well presented, handwriting is fluent and joined and almost all pupils are secure in their use of punctuation and spelling. Sentence construction is often complex and pupils are using imaginative vocabulary and tackling challenging writing tasks. There is evidence of a wide

variety of writing forms including report writing, poetry, stories, play scripts, instructions, letters and descriptions. Pupils learn and practise comprehension skills and more advanced points of grammar. Effective teaching in Year 5 resulted in pupils' vocabulary being improved and extended to help them to use powerful language in their opening of a story based on, '*Thespina and the Scorpion*'.

73. The quality of teaching and learning of English observed during the inspection is very good overall. Teachers have very good subject knowledge and high expectations. They plan thoroughly and ask searching questions to review pupils' previous learning. They keep up a very good pace throughout the lesson and use appropriate, good quality resources that are well prepared. This leads to pupils being motivated, interested and keen to learn. In an example of very effective teaching in Year 1, pupils had been studying a group of stories for two weeks culminating in them writing a similar story of their own. They were reminded of the importance of using full stops and capital letters, as well as leaving a finger space between each word. They used the structure of the known stories to help them to write, achieving very good results. In Year 6, in an example of very good teaching on diary writing, the teacher produced a template as a support for pupils' writing and used it to demonstrate what was required before asking pupils to attempt the task. They were also reminded of the important features of diary writing and prompts about these were left on the board to continue the support. Pupils are set regular, appropriate homework tasks, often connected with their work in class. In all lessons seen, pupils were enthusiastic about tasks, had very good attitudes to learning and behaved very well. This is because teachers have very good relationships with their pupils and provide interesting and stimulating lessons with tasks that are challenging and well matched to pupils' ability.
74. The National Literacy Strategy has been very well implemented. Learning about sounds and spelling patterns is particularly successful. From an early age most pupils are secure in their spelling of words that occur most frequently. In a Year 5 lesson to establish a spelling rule, the teacher reviewed previous rules and pupils worked in pairs to practise two particular sounds and write a rule for them. The teacher demonstrated very good subject knowledge and gave pupils a strategy for telling the difference between the two sounds when they were used in a word. Pupils were supported in their writing in a Year 1 lesson by prompts on the board about what they must remember when writing a sentence. Pupils use their literacy skills well in other subjects, for example writing reports in science. However, there are not currently enough explicit links between English and other subjects. For example, historical texts play little part in English lessons. The school recognises this omission and has plans to include a wider variety of texts from other subjects next year. There were a few examples of pupils' competent use of word processing, in a variety of ways, to present their work.
75. The management of the subject is very good. There is a relevant plan for the development of the subject that identifies an appropriate time scale and costs, as well as how the school will know whether or not they have succeeded. The manager is very aware of standards across the school and monitors planning and lessons regularly and this has had an impact on raising the quality of teaching across the school. Resources are accessible, well looked after and of good quality. There are good procedures for assessing the learning of individual pupils. Pupils have small targets to meet and teachers have targets for groups of pupils to ensure that they meet the required national standards. This is reflected in the planning of lessons. The progress of pupils is carefully tracked throughout their time at the school. Although pupils' work is conscientiously marked, the comments do not always explain to the pupils how they could improve further.

MATHEMATICS

76. By the end of Years 2 and Year 6, standards of attainment in mathematics are well above average. The achievement of all pupils, including those with special educational needs, is good by the end of Year 2 and is a significant improvement since the last inspection when standards were judged to be average. Sustained good achievement throughout the school leads to very good achievement by the end of Year 6. Improvement is also evident from the results in the national tests at the end of Year 2 in 2002 when standards were above average. The explanation for the difference in the test results at the end of Year 2 and the findings of the inspection is because of the improvement in teaching in Years 1 and 2. There has been a strong focus in these year groups on ensuring that the pupils' skills in calculating numbers improve. The results of the end of Year 6 tests in 2002 showed that pupils were attaining well above average standards and these high standards have been sustained over the last four years. Since the last inspection, when standards at the end of Year 6 were judged to be average, the quality of teaching and learning has improved significantly and has remained consistently good. This is probably due in part to the very good implementation of the National Numeracy Strategy. Over the past five years girls have outperformed boys in the national tests at the end of Year 6. However, during the inspection, no significant variation was observed.
77. The quality of teaching and learning in Years 1 and 2 is good overall and has improved since the last inspection when it was judged to be satisfactory. Effective planning provides appropriate tasks for pupils of all abilities and also includes a good challenge for the higher attaining pupils. In an example of very good teaching in Year 2, the teacher's very effective methods of teaching the pupils how to collect information and show it on a graph resulted in pupils of all abilities making very good progress. The higher attaining pupils were challenged to interrogate their data using appropriate questions and the very few lower attaining pupils were able to recognise the pattern of numbers to continue counting to eighteen. The quick-paced opening session in this lesson moved the pupils' learning forward in their knowledge of adding amounts of money quickly. Excellent questioning skills resulted in pupils solving problems using their own strategies. Less effective teaching was observed in Year 1 when the task was not so well planned to follow on from previous learning and pupils were presented with less of a challenge because they were already largely familiar with the work expected of them. Practically all the pupils showed that they could tackle the worksheet easily because they already knew the o'clock times indicated on the clocks. However, the teacher quickly assessed the pupils' needs and brought them on the carpet in front of the whiteboard where she extended their learning by finding out exactly how much they did know about telling the time.
78. In Years 3 to 6 the quality of teaching and learning overall is very good and this is an improvement from the last inspection when it was judged to be good. Teachers have very high expectations and are particularly effective at making complex ideas accessible to all the pupils. In an example of good teaching in Year 6, the teacher's practical methods of teaching ratio and proportion resulted in effective learning in this aspect of mathematics. In a Year 5 lesson, pupils were taught very effectively how to measure angles and the very good methods used resulted in all pupils being able to draw acute and obtuse angles accurately. The homework activity pushed the pupils' learning further when they were asked to discover what an angle greater than 180 degrees is called and draw one. In an example of very good teaching of tables in Year 4, pupils were carefully led into the connection between multiples of four and eight and the pupils explained how they could say their eight times table backwards by subtracting ten and adding two.
79. The mathematics curriculum is covered well and, by Year 6, most pupils demonstrate confident skills in number work, using decimals and percentages, and the higher attainers plot shapes accurately in four quadrants. Pupils measure length and weight accurately using a range of metric units. Good use of mathematics is made by teachers in science when pupils calculate

averages, use block and line graphs to illustrate results of experiments, and use a spreadsheet with a formula to calculate the relative weights of objects on the earth and the moon. In investigating number sequences, higher attaining pupils use them to generate formulae for making predictions or solving problems.

80. The National Numeracy Strategy is well embedded and the daily mathematics lessons are taught effectively overall. Links are made to other subjects, such as when Year 4 pupils used glove puppets they had made as the subject of a branching database so that other pupils could identify who had made them. A few opportunities are also provided for pupils to try maths 'challenges' such as seeing how far they can continue doubling a number, first in their head, then with a pencil and finally with a calculator. However, these opportunities are not yet systematically planned and specifically taught so that all pupils benefit from them.
81. The co-ordinator provides good leadership for the subject and has outlined an appropriate development plan for further improvement. Marking of pupils' work is carried out conscientiously but few examples were seen of comments that help pupils to make the next step in their learning. Assessment data from national tests, and from checking children's achievements against key objectives, is collected and used to track the progress of individuals and groups. Very good use is made of this information to set group learning targets for the pupils. The school does not yet make best use of this information to provide pupils, especially those with special educational needs, and the parents of all pupils in the annual written report, with a clear indication of what to do next to improve their work. In some classes pupils themselves are already encouraged to think about how well they are learning. The use of ICT is satisfactory in the subject. Mathematics also makes a significant contribution to pupils' social development through the collaborative nature of much of the work they are asked to carry out.

SCIENCE

82. Standards are well above average by the end of Year 2 and the achievement of all pupils in Years 1 and 2, including those with special educational needs, is good. This is an improvement since the last inspection when standards were judged to be average. The reason for the improvement is the better monitoring of the strengths and weaknesses of teaching skills. The findings of the inspection are an improvement on the results of the 2002 teacher assessments, which showed that standards were above average.
83. By the end of Year 6, standards of attainment in science are well above average and the achievement of all pupils in Years 3 to 6, including those with special educational needs, is very good because of the high proportion of pupils attaining above average standards. This is an improvement since the last inspection when standards were judged to be above average. The findings of the inspection are similar to the national tests in 2002, which showed that standards were well above the national average compared to national averages and also when compared to similar schools. For the last three years, standards in science have been consistently above average. There is no significant difference in the performance of boys and girls, both of whom achieve well above average standards.
84. The quality of teaching and learning in Years 1 and 2 is good with a number of strengths that have a very positive impact on pupils' learning in lessons. This is an improvement since the last inspection when teaching was judged to be good overall and there was unsatisfactory teaching in one lesson. The analysis of Year 2 pupils' work and the one lesson observed indicated that the teachers have high expectations and set challenging work for all pupils. Imaginative methods of teaching about living and non-living things resulted in pupils constructing block graphs showing the different eye colour of pupils in the class, and their favourite foods. In the lesson on how to

- make and draw a simple circuit observed in Year 2, very good methods of teaching ensured that, by the end of the lesson, most pupils knew exactly how and where to attach the clips to the battery and the bulb to form a circuit. The teacher's explanations and on-the-spot drawings of how a bulb lights up were very good, so the pupils listened intently and made a big effort to understand. Their scientific vocabulary grew in this lesson to include filament, prediction, connection, circuit and terminal. A very few pupils knew these key words already.
85. The quality of teaching and learning in Years 3 to 6 is very good. The strong emphasis given to the teaching of experimental and investigative science is particularly effective. Teachers' planning shows a good balance between investigations, factual learning and recording, including teaching the children how to show their results using charts, diagrams and graphs. A wide range of work was evident in the Year 3 pupils' science books, including diagrams showing their good choices for materials to make a bird table or a pencil case. Teachers expect the pupils to give observations and good reasons for their choices. Good teaching methods in Year 4 resulted in pupils writing down how they felt after vigorous exercise during a physical education lesson. The pupils were able to explain how their bodies changed, for example 'My heart is beating faster because muscles need more blood'. In an example of very good teaching observed in Year 5, very good methods and organisation resulted in pupils, in groups, setting up different investigations into what factors affect evaporation other than leaving water in warm places. The teacher's very good focus on what variable would be changed, what would remain the same and what would be measured, kept the pupils on task for the whole lesson.
86. Very good teaching and learning in a Year 6 lesson resulted in the pupils becoming totally absorbed in finding out what would happen when they changed one variable on their paper helicopters. Excellent organisation and resources gave the pupils every opportunity to get on quickly with their ideas. One or two groups took longer to begin their experiment because they could not agree on which variable to change due to some dominant personalities. However, this is all part of learning how to become a scientist. Most pupils were able to give examples for different types of forces and, in the opening session, the teacher's very good methods inspired the pupils with her examples of how different shaped objects have different air resistance regardless of their weight. Very high expectations ensure that most pupils say why they are predicting what might happen and give reasons for their conclusions.
87. Management of science is good and the improvement of the subject has been given a high priority for some time. The co-ordinator has only been in post for six weeks and is being supported by the deputy headteacher who is very knowledgeable about the status of science within the school. Numeracy skills are taught well through science with pupils drawing charts and graphs in most units of work to show the results of their investigations. The use of ICT is good and pupils have used the digital camera in Year 5 to take photographs of different aspects of the horizon in order to prove that the sun rises in the east. In addition, pupils have used spreadsheets to show the difference between gravity on the moon and on earth. Assessment is satisfactory and formal systems have been put into place to record pupils' progress. The subject contributes well to the pupils' spiritual development when they experience a 'wow' factor in their learning. This happened in the lesson on air resistance when the helicopters made of thin card twirled and twirled until they reached the carpet. Science contributes very well to pupils' social development because pupils are usually working in groups or pairs and, sometimes, having to reach agreement on which variable to change before they begin their investigations.

ART AND DESIGN

88. In the school's last inspection, pupils' attainment in art and design was judged to exceed national expectations. Since then, the school has improved standards and, by the end of Year 6, they are now well above national expectations. Good achievement was evident in the work of the very

youngest children in the school and this has been sustained throughout the school leading to very good achievement in Year 6 for all pupils, including those with special educational needs. The school provides a wide range of opportunities for all pupils to use their skills and knowledge at a high level. Provision for art and design is very good and enriches the curriculum.

89. Good teaching in Years 1 and 2 ensures that well planned opportunities are provided for the pupils to draw and paint both what they see and what they imagine, using a wide range of materials and media. For example, pupils in Year 1 produced effective, moving three-dimensional pictures from different media, including corrugated and transparent paper and foil. Good progress is evident in the work on display for Year 2 pupils. At the beginning of the year, pupils were a little hesitant in their use of colour but their more recent paintings and pastel drawings in the style of Archibaldo show far more confident use of colour resulting in very pleasing and eye-catching products. In a good lesson observed in Year 2, pupils were very careful about their choice of colour and tried very hard to match their pastels or water colours to extend small cut out images from magazines. All pupils know they must begin with light colours when mixing and the end products were very successful showing a very careful approach.
90. The quality of teaching and learning in Years 3 – 6 is very good overall. Very good planning and organisation of the art and design curriculum have resulted in all pupils becoming confident in using a wide range of materials and processes. In an example of very good teaching in Year 6, the pupils produced watercolours of moving figures using a variety of techniques to a very high standard. The dynamic movements of dancers, athletes, ice skaters and rugby players were very evident in pupils' work.
91. The quality of teaching and learning in a Year 5 batik lesson on an African theme was excellent. Planning and resources, including, beads, dyes and a display of artefacts, ensured that most pupils attained well above average standards. Their skills included an ability to blend colours, focused choice of beads to match their dyes and all pupils were able to create designs for their necklaces similar to those from Kenya.
92. Very good teaching and learning were evident in the quality of the pupils' work displayed in Year 4. Practically all pupils are capable of painting in the style of Van Gogh's 'The Chair' effectively and most had managed to convey the way a three-dimensional object can be represented in two dimensions. Their use of paint also showed an ability to look carefully at the varied use of colour and brush strokes. The results show well above average standards.
93. The management of the subject is good. The headteacher is 'caretaking' the co-ordination of art and design until a new manager takes up the post. The previous manager retired at Christmas having built up a strong focus and appreciation of art and design throughout the school. Accommodation and resources for art and design are very good. There are good links with other subjects, such as design and technology and history, when pupils use their art and design skills very successfully to enhance their work. The school uses ICT well to gain information about artists or to use art programs. Sketchbooks are not used consistently except in Year 5 where they are used to stimulate and develop ideas very successfully. Assessment procedures are in place and teachers are recording pupils' progress regularly. Art and design contributes very well to the pupils' spiritual, social and cultural development. Socially, the pupils often work together in groups and learn how to share and evaluate their products. The pupils' spiritual development is moved forward as they explore ideas and make sense of them in a personal way. Cultural development is enhanced by the variety of work that is planned around African art and craft as well as historic cultures, such as the work focusing on William Morris.

DESIGN AND TECHNOLOGY

94. By the end of Year 2, standards are above national expectations and have been maintained since the last inspection. Pupils make careful notes and diagrams, and contribute ideas to their designs prior to making. They make very good evaluations of their work at the end of projects. For example, after making fruit salad, Year 2 pupils thought of a variety of improvements that included adding extra juice and different fruits. The glove puppets and houses made by Year 1 are good examples of pupils choosing appropriate materials, and the end result shows a high level of finish. The achievement of all pupils in Years 1 and 2, including those with special educational needs, is good.
95. Standards continue to be above expectations by the end of Year 6 and have been maintained since the last inspection. The achievement of all pupils in Years 3 to 6, including those with special educational needs, is good. Pupils in Year 5 made very careful observational drawings of how instruments work. Their designs for their own instruments are very detailed and were followed by thorough evaluations. Good links are made with history in Years 3 and 4 through the making of Greek pots and Egyptian dolls. Year 6 work on devising a shelter produced a wide variety of high quality work. This is a good example of pupils working together well in groups, solving difficulties, choosing the correct materials and using a variety of tools.
96. From the one lesson observed and from looking at a wide variety of pupils' work, the quality of teaching and learning in Years 1 and 2 is judged to be good and has been maintained since the last inspection. In an example of good teaching on what a hinge is and how it works, pupils were shown different hinges and given opportunities to practise speaking and listening skills by asking questions and explaining differences. They were given a clear idea of their task by a demonstration from the teacher using a high quality model of the house they were going to make with an opening door. An extension task was provided for some pupils. The lesson was very well organised, which led to a good pace. As a result, all pupils found the task exciting and stimulating. They persevered with challenging cutting and sticking skills and produced careful results. Liaison between the teacher, the support assistant and two helpful parents was very good.
97. Standards of teaching in Years 3 to 6 are good overall and have been maintained since the last inspection. In an example of very good teaching in Year 5, the teacher skilfully reviewed from the previous lesson using two models at different stages in order to demonstrate the task of making a cam mechanism. He asked searching questions to ensure pupils understood the principle involved. Pupils were supported by excellent drawings on the board. The teacher's enthusiasm and subject knowledge were excellent and pupils benefited from his simple and clear explanations. Pupils were given good opportunities to practise accurate measuring skills creating good links with mathematics. The teacher insisted on correct technical vocabulary and pupils gave clear explanations about their work. All pupils stayed on task showing good concentration skills, enabling them all to complete the task in the required time. At the end of the lesson, to assess their learning, the teacher questioned pupils carefully about the job of the cam.
98. The co-ordinator took over responsibility for this subject last September and management is good. He is knowledgeable and enthusiastic and has a good idea of the standards across the school, although currently he does not observe lessons. Time for the co-ordinator to do this has been set aside next term. Teachers' systematic evaluation of each term's work is given to the co-ordinator. The subject policy is due for renewal and has been identified as an item on the subject's relevant improvement plan. The school is using the national scheme of work for design and technology that enables pupils to build skills steadily throughout their years at the school. A

new method for assessing pupil progress has been introduced and is currently being trialled. These two aspects are an improvement since the last inspection. Resources are very good and well organised. The provision of a room dedicated to design and technology is of great benefit to teaching and learning.

GEOGRAPHY

99. By the end of Year 2 standards of attainment exceed national expectations and the achievement of all pupils is good. By the end of Year 6, standards of attainment are well above national expectations and achievement of all pupils, including those with special educational needs, is very good. This is a significant improvement since the previous inspection when standards of attainment were judged to be average. The reason for the improvement is because work is now planned far more thoroughly to further geographical skills of research and to challenge pupils' perceptions of other societies. In addition, ICT is used as an effective tool for pupils to develop their thinking skills.
100. The quality of teaching and learning is good in Years 1 and 2. In both classes, very good planning ensures that geographical skills are promoted daily through the use of charts to track changes in the weather. In an example of good teaching and learning in Year 2, the fast pace resulted in pupils completing their tasks well in the time available. The teacher's good methods included using examples of pupils' work to provide ideas and to encourage the rest of the pupils to think as geographers. Pupils are beginning to use a geographical vocabulary, such as monsoon. The teacher's high expectations challenged the pupils in their thinking about the effects of environmental change, for example comparing how the floods in England have been brought about by the same global weather changes that affect Bangladesh.
101. Teaching and learning in Years 3 to 6 are very good overall. Pupils continue to focus on weather, linking this to the water cycle and a study of rivers. Very high expectations from the teachers ensure that pupils are developing further a geographical technical vocabulary and they use it effectively in their written work. In an example of very good teaching in Year 5, effective methods caused pupils to think carefully about stereotypical perceptions of other cultures. Good organisation enabled a visiting governor who has lived in Kenya to provide valuable first hand experience to develop pupils' learning. Good use is made of ICT to develop the pupils' geographical knowledge and understanding. Very good links have been made with a school in Thailand and pupils exchange e-mails giving information that helps comparisons of the two countries. In addition, the pupils have made multimedia presentations and organised written displays of work.
102. The subject is effectively led by a well qualified co-ordinator who has audited staff skills and given support where necessary by improving resources and providing training for colleagues. She has an appropriate plan for further monitoring and development. The school has begun to track pupils' progress systematically. Literacy and numeracy skills are well developed in geography and good links with dance and art ensure that the pupils' understanding of life in Kenya is explored and developed further. The subject makes a good contribution to pupils' spiritual, moral, social and cultural education.

HISTORY

103. By the end of Year 2 standards of attainment exceed national expectations and, by the end of Year 6, are well above national expectations. By the end of Year 6, achievement made by all pupils including those with special educational needs is very good. This represents significant improvement since the last inspection when standards throughout the school were judged to be average. The school has made very good improvements in history through establishing a well planned and broad curriculum, including many first-hand experiences for the pupils, that brings the subject to life and motivates them. Throughout the school, pupils are building up a secure knowledge base of important events, historical periods and famous people, such as Florence Nightingale and Samuel Pepys. The older pupils in Years 5 and 6 study more complex issues, for example the social issues that have resulted from the technological changes in British society

since 1930. They are developing skills to compare past with present, when they find out about the differences between men and women living in Ancient Greece and compare them to their own experiences.

104. The quality of teaching and learning in Years 1 to 6 is very good overall. Pupils' past work showed very good planning and methods of teaching to ensure that pupils acquire high quality skills in using and interpreting historical evidence. The teachers use a wide range of historical resources and visit local sites of historical interest to enrich the curriculum. Teachers show high expectations of the pupils to interpret the evidence they observe while handling artefacts. Teachers have very good subject knowledge and question the pupils effectively. This was evident in an example of good teaching in Year 1 when pupils had a visit from a 'Victorian housemaid' in full costume. Pupils were highly motivated in this lesson to ask mature, sensible questions of the visitor, such as, 'What's a drawing-room?' and 'Do you have any breaks?' Good learning took place in this lesson and pupils showed their knowledge of the Victorian period previously learned. The quality of teaching is less effective when the younger pupils are expected to sit for inappropriate periods of time and this leads to them becoming less attentive.
105. Good links with the community were a feature of very good teaching and learning in a Year 6 lesson when three grandparents and a parent acted as primary sources of evidence and were able to relate first hand experience of living in post war times. Very good organisation ensured that all pupils had the opportunity to ask questions they had prepared. Good use of time enabled the teacher to encourage the pupils to follow up answers to questions to validate their accuracy and to use different sources of information. Very good methods of teaching led pupils to understand that first hand evidence cannot always be relied upon as a single source of information.
106. Management of the subject is good and the co-ordinator has a developing grasp of strengths and weaknesses in teaching and provision. The curriculum is enriched by the links with local people and visits to places of historical interest. In addition, there are good opportunities for pupils to emulate life in different periods through Ancient Greek and Egyptian days for Years 3 and 4, and an evacuee's day for Year 6 pupils. The subject makes a good contribution to pupils' moral, social and cultural development. For example, a Year 6 pupil commented on the advantages and disadvantages of immigration in Britain. The school is beginning to assess pupils' progress systematically. The use of ICT to enhance the curriculum is satisfactory. The skills of literacy are used well in history, for example, when pupils write extended reports and descriptions of their research projects.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. By the end of Year 2, standards are in line with national expectations and have been maintained since the last inspection. Provision in the new suite is very good but, at the time of the inspection, it had been open just two weeks. As yet, not all teachers feel confident in its use and await training. Computers in classrooms are limited in number. This places a constraint upon learning, although computers are in general use throughout lessons. Younger pupils make attractive pictures, some creating good links to mathematics through symmetry. They experiment with different fonts and colours, use banks of words to write sentences and import pictures to illustrate their work. They learn to enter text, obtain capitals, use the delete key and sequence work in literacy. All pupils achieve satisfactorily. Those with special educational needs are supported well by trained classroom assistants.
108. By the end of Year 6, pupils are reaching standards above those expected nationally and these have been maintained since the last inspection. The new suite enabled a whole class of older

pupils to make good progress during a single lesson and this bodes well for the future. Currently, through concentrated use of the limited number of computers in the classrooms, pupils have learned a wide variety of computer skills. In Year 3, pupils have imported information about themselves into a data base, used a digital camera in connection with art in the environment and created good links with geography through using the computer to make graphs. This skill has been enhanced in Year 5 with the use of sensors to construct graphs that monitor the environment around them. By using a digital camera to record the movement of the sun throughout the day, pupils have made good links with science. To aid pupils' assessment of themselves in physical education, Year 6 pupils made a video of their work. Their skills have culminated in good achievement when producing multimedia presentations that include an email link with Thailand.

109. From the one lesson seen, from talking to pupils and from looking at their work, the quality of teaching and learning in Years 1 and 2 is judged to be satisfactory. No teaching judgement was made during the last inspection. Currently, teaching is largely constrained by a lack of computers in the classrooms. This made the process in the one lesson observed seem slow and affected the rate of pupils' learning despite the good knowledge and organisation of the teacher. The teacher explained clearly how to access a program and, although some pupils were hampered by not being able to see the small screen very well, they were interested and paid full attention. The clear instructions and subsequent support from the classroom assistant when it was their turn to use the computer aided pupils' learning.
110. The quality of teaching and learning in Years 3 to 6 is good. Teachers have a good knowledge of the subject overall and some are already confident about using the suite. In a Year 5 lesson where pupils were learning to use a spreadsheet, the teacher began by sharing with the pupils what they should know by the end of the lesson. Using focused questioning about previous lessons, pupils were encouraged to show what they already knew and how they could build on this during the current lesson. The teacher made effective use of the interactive whiteboard to record pupils' answers and praised them for their knowledge. This motivated pupils and supported them further during the task. The teacher set a good pace in this lesson by setting timed tasks, and pupils responded well by entering data with speed and accuracy. The teacher's high level of technical skill and subject knowledge was an important contributory factor to this very good lesson. As a result, pupils co-operated well, sharing a computer and listening and responding attentively to questions. All pupils demonstrated confidence with the computers and used correct terminology.
111. Despite only being in post since last September, the management of this subject is very good. The co-ordinator is ably supported by the school's bursar. Both have very good technical knowledge from which the school is benefiting. The co-ordinator is enthusiastic and well organised and also advises other schools in the area. This has given him a very good knowledge of standards in general. Some monitoring of the subject has already taken place and assessment procedures have been introduced. There are good plans for development, including individual portfolios of work for each pupil that will contribute to assessments. The school is using the national scheme of work and skills in the subject are being effectively developed from year to year. These are all improvements since the last inspection. Computer provision is now greatly improved and resources are very good.

MUSIC

112. Since the last inspection, standards of attainment in music have improved by the end of Year 6 and are now well above national expectations. No music lessons were observed in Years 1 and

2 so it is not possible to judge pupils' attainment and achievement in music, or the quality of teaching and learning in those year groups.

113. In Years 3 to 6, the attainment of all pupils, including those with special educational needs is well above average and attainment is very good. The pupils in a Year 3 lesson showed how well they keep a rhythm, clapping softly on their knees while listening to Bach's Canon. All the pupils kept a steady pulse. The teacher showed very good management and control of the pupils while they performed effectively the rhyme, '*Jelly on a Plate*', as a three part rhythmic chant. The lesson ended with one of the boys leading the other pupils in a 'Spaceship Rap'. All the pupils enjoyed performing the rap, which was of a high standard. All the pupils who have instrumental lessons can read musical notation.
114. The quality of teaching and learning in Years 3 to 6 is very good overall. In an example of very good teaching in Year 6, the teacher had high expectations of the pupils who responded immediately to her very clear instructions. All pupils, working in pairs, prepared a short humorous mime sequence accompanied by improvised music. This was the first lesson in a unit of work that will culminate in composing music to accompany a silent movie. The pupils' excellent behaviour and response during this potentially noisy session was indicative of the pupils' very mature and enthusiastic attitudes to all their work. Each group of pupils performed the mime very effectively with either body percussion or using untuned or tuned instruments. The pupils in the 'audience' evaluated the performances answering the question, 'Does the music match the mime?' Finally, pupils suggested how to write the score for their compositions and suggested appropriate symbols to match the instruments they were using. Although no singing lessons were observed in Years 3 - 6, the pupils sang very well in assemblies showing sensitivity to different types of hymns. In addition, a recording was available of the Year 6 pupils' own singing compositions during lessons last term. The recordings showed well above average attainment.
115. A high proportion of older pupils are taught individually or in groups by the visiting teachers. The range of instruments includes recorder, flute, clarinet, saxophone, trumpet, keyboard, violin and drums. The pupils are at different stages of learning but it was evident that very good progress is made in the lessons because of the focused tuition they receive. Several of the pupils will be taking music exams later this year and they can all read musical notation. The visiting teachers' subject knowledge is excellent and their expectations are high. A few pupils understand terms such as, repeat, rest, pianissimo, fortissimo, staccato, crochets and quavers. One of the lunchtime clubs is 'Orchestra' led by one of the visiting teachers. This was a delight to observe with individual pupils capable of improvising in jazz style while the orchestra played the rhythm or the tune. Pupils have composed their own piece, 'Blue Water', with the help of their teacher.
116. The management of music is good. The headteacher is supporting a newly appointed teacher who is enthusiastic and musical. The subject has back up materials to guide and help teachers. There is a designated room for music and this helps the teachers to move quickly to a venue with a large, carpeted space with musical instruments, both tuned and untuned, readily accessible. Accommodation and resources for music are very good. Taped music is used in assemblies either for appreciation or to highlight the theme of the assembly. This systematic organisation contributes to the curriculum effectively. The music curriculum is enriched by visiting musicians giving recitals and talented parents who help by playing the piano at nativity and other end of term occasions. The school uses ICT to teach pupils composing skills and for pupils to listen to their own compositions using tape-recorders. A formal system for assessing pupils' progress was put into place last term and this is an improvement since the last inspection. Music contributes well to the pupils' spiritual and cultural development. Spiritually, pupils are

able to feel the joy in learning a new skill or to contribute to group music. This has an impact on their self-esteem. Learning songs and music from different countries or from the past enhances pupils' cultural development.

PHYSICAL EDUCATION

117. Only one lesson was observed in Year 2 and insufficient evidence is available to make a secure judgement of standards of attainment and the quality of teaching and learning. By the end of Year 6, standards of attainment are well above national expectations. This represents good improvement since the last inspection when standards were found to be above average by Year 6. The improvement results from good planning, which covers the whole of the physical education curriculum, including swimming, additional specialist teaching and high expectations of staff. Boys and girls perform equally well. The achievement of all pupils, including those with special educational needs, is very good.
118. The quality of teaching in Years 3 – 6 is very good overall and results in very good learning by the pupils. Pupils are taught consistently to warm up and cool down with a variety of appropriate activities. As they move through the school, they show an increasing understanding of the reasons for doing this and the effect that exercise has on their bodies. Good links with science were established when a physical education activity was followed by a science lesson on the heart and circulation system. In the most effective lessons observed, the teaching was conducted at a brisk pace so that pupils were rarely still for a prolonged period and, when they were, time was productively used. Teachers have very good subject knowledge overall and demonstrated effectively the skills they were teaching, such as bouncing a ball or using a hockey stick. Very occasionally, teaching was less effective when pupils lost concentration through longer than necessary periods of inactivity.
119. In an example of very good teaching in Year 5, the teacher used very effective methods of ensuring that pupils mastered the skills they needed when taking part in invasion games. As a result, the pupils successfully applied the skills in the rest of the lesson on tactics for evading opponents when playing hockey. Pupils who could not physically take part in lessons were included in the learning by being asked to evaluate the work being done by their classmates, and opportunities for pupils' evaluations were specifically planned into lessons. Evaluation by the pupils was also a feature of a very well planned dance lesson for Year 5 pupils and this proved to encourage a very few self-conscious pupils to improve further their movements. This lesson was a valuable opportunity for pupils to express, through the medium of dance, what they had learned in geography about life in Africa.
120. Very good use is made of specialist coaches who come into school to teach football, cricket and rugby, and parents also play a valuable part in supporting extra-curricular activities. Pupils take part in inter-school tournaments with a high level of success, for example winning the East Grinstead Small Schools Athletics Shield last year. Pupils with a particular talent for a sport are encouraged to join local specialist clubs and further enhance their skills. During the inspection, Year 6 pupils were rehearsing a dance to be performed at a local arts' festival. All pupils have swimming lessons during the summer term in the school's own outdoor pool. The subject makes a very good contribution to pupils' spiritual, social and cultural education.
121. Good management of the subject by a co-ordinator with a specialist physical education qualification has ensured that an appropriate scheme of work is in place and pupils benefit from a very good range of resources for teaching gymnastics and games. The school has good facilities in its indoor accommodation for the subject, as well as football and netball pitches. Teachers satisfactorily track pupils' development and plan to find ways of identifying, assessing

and promoting particular skills that are transferable to other subjects. Good use is already being made of video and still cameras to help evaluate progress.

RELIGIOUS EDUCATION

122. Standards of attainment at the end of Year 2 and Year 6 are exceeding the requirements of the locally agreed syllabus and the achievement of all pupils, including those with special educational needs, is good. Standards have improved throughout the school from the previous inspection when they were judged to be average. By the end of Year 2, pupils have a good knowledge and understanding of appropriate stories from the Bible, Christian symbols and the major festivals of Christmas and Easter. They are provided with good opportunities to learn about the Islamic faith through handling very good artefacts.
123. Pupils in Years 3 to 6 are encouraged to discuss and write in a thoughtful way, for example about the meaning of giving presents at Christmas. They use their literacy skills to retell stories from the Bible in a modern form and explore their feelings through such topics as, '*A good friend is.....*'. They research faith through asking the question, '*What is faith?*' and explore what it means to be a Muslim or a Hindu. By Year 6, pupils are extending their skills by comparing the different gospel stories of the birth of Jesus and by evaluating what they have learned from their study of Hinduism.
124. Only one lesson was seen in Year 2 but this, together with recorded work and discussions with pupils, indicates that the quality of teaching and learning is good overall in Years 1 and 2. This is an improvement since the last inspection when teaching was judged to be satisfactory. The teacher's good knowledge of the Islamic faith and use of very good resources enabled pupils to be actively involved in finding out about the leader of the faith, the sacred book and practices such as prayer. Very effective planning and questioning ensured that pupils knew exactly what they were meant to learn by the end of the lesson and their response was excellent. Pupils were given many opportunities to demonstrate and practise their very good speaking and listening skills. The one or two pupils who did not put up their hand were gently encouraged to join in by being asked direct questions. During the activities session, pupils went into role, washing their hands before touching the Qur'an. All pupils could explain how they knew that the Qur'an was special to Muslims.
125. The quality of teaching and learning in Years 3 to 6 is good. This is an improvement since the last inspection. Work in pupils' books shows that teachers have good subject knowledge. They use a range of good teaching methods to help pupils to learn from religion as well as about facts from major world faiths. For example, after reading the account of the disciple Thomas and his difficulty with having faith, pupils were asked to explain how they might go about proving something to someone else. In work about resolving differences, pupils were asked to consider their response when they had an argument with someone. These and many other opportunities allow pupils to engage in reflection, providing a good framework for applying their learning to their own everyday situations. The very good standard of pupils' literacy skills and presentation demonstrate the high expectations of teachers.
126. The management of the subject is sound. Co-ordination of the subject is shared between two part time members of staff. This places constraints upon the amount of time that can be devoted to the monitoring of standards. Both co-ordinators teach the subject in different year groups and receive termly evaluations of lessons from all other teachers. This provides some monitoring of the subject, but it is not enough to inform them fully of standards across the school. However, they are knowledgeable, enthusiastic and well organised. They have revisited the subject policy and have received useful recent training in the new locally agreed syllabus, which the school

follows. Resources are adequate and plans are in hand to expand these. A formal method for assessing pupils' work was implemented last term and is beginning to aid the monitoring of standards. The school has close links with the local church and the minister visits the school regularly. Little use is made by the school of visits to places of worship of other faiths and this is an outstanding issue from the last report. Assemblies contribute significantly to the subject and to the spiritual, moral, social and cultural development of pupils.