

INSPECTION REPORT

LINGFIELD PRIMARY SCHOOL

Lingfield

LEA area: Surrey

Unique reference number: 125124

Headteacher: Mr Ron Gandolfo

Reporting inspector: Mr Terry Mortimer
18849

Dates of inspection: 10-03-03 to 13-03-03

Inspection number: 248660

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:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev D Allonby OBE
Date of previous inspection:	02-02-98

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119322	Judi Bedawi	Lay inspector	Pupils' attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?	
12116	Christina Morgan	Team inspector	English: History	How good are curricular and other opportunities?
22157	Mike Roussel	Team inspector	Information and Communication Technology: Science: Geography: Special Educational Needs	
22831	Clive Lewis	Team inspector	Design and Technology: Mathematics	How well is the school led and managed?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lingfield Primary is a community primary school that mainly serves the village of Lingfield and the outlying areas around the village in Surrey. The school's roll is typically well above average in size compared to primary schools nationally, and the number has increased to 420 pupils this year. There are about equal numbers of boys and girls in the school, although the proportions within each year vary sometimes considerably. Almost all pupils are of white UK heritage and there are four pupils who have English as an additional language. Around 4.6 per cent of pupils (20) come from fairground traveller families and most attend the school for approximately half of the year. The proportion of pupils eligible for free school meals (6.4 per cent) is below average. The range of social and economic backgrounds of pupils in the school is very wide. The proportion of pupils on the register of special educational needs is below average. Thirty seven pupils (8.8 per cent) are currently identified in the special educational needs Code of Practice. Of these, nine receive additional support and four (0.9 per cent) have statements. Their needs are wide ranging, but are mainly speech and emotional and behavioural difficulties. Many pupils benefit from pre-school education. The pupils' attainment on entry is wide ranging but overall appears to be average.

HOW GOOD THE SCHOOL IS

Lingfield Primary School is a school that, after a static period, shows signs of improvement under the new leadership and where pupils are achieving satisfactorily. Children start school in the reception class with average attainment overall, the range of ability is wide including a few children that are more able and some with immature speech and language development. When pupils leave school at age eleven they achieve standards in national tests which are in line with the national average in mathematics and science and above in English. The quality of teaching is satisfactory and overall, the school gives good support to the traveller pupils, has a positive direction, is soundly led and managed, with an ethos that is appreciated by parents. The school gives satisfactory value for money.

What the school does well

- The leadership and direction provided by the headteacher is good.
- Teaching in years 5 and 6 is good with some excellent and very good teaching.
- The provision made for pupils in the Foundation Stage and the teaching and learning are good and a strength of the school
- The school gives good support to its traveller pupils
- Pupils' attitudes to school are good
- The school has a better than average range of extra-curricular activities
- The school has worked hard to involve parents who make a good contribution to the life and work of the school
- Provision for pupils' spiritual, moral and cultural development is good and as a result, pupils have positive attitudes, are developing initiative and like coming to school.
- The school has good relationships with partner institutions for its development.
- The project to introduce 'brain friendly learning' in Year 5 is having a significant impact upon pupils' learning
- The quality of learning is improving overall and basic skills are now taught well.

What could be improved

- Raise the standards of mathematics and science
- The approach to maintaining and applying the behaviour policy needs to be more consistent.
- The further development of governor monitoring systems and strategies to enable them to challenge and support the school through their role as 'critical friend'.
- The use of assessment in planning work to meet pupils' needs
- A more cohesive approach to the school's development to include governors, staff and parents
- Subject coordinators' roles are underdeveloped
(All of these issues are clearly identified in the school's development plan)

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. Since that time significant changes have taken place in the teaching staff and the management structure of the school. Improvement since that time has been satisfactory in that most of the issues of the last report have been addressed appropriately, although some of the changes are not yet complete, for example the raising of standards in teaching has improved but the use of assessment is not yet fully effective in all subjects; measures to improve self evaluation and target setting are starting to take effect but have not had time to prove fully effective, nor have the co-ordinators yet fully addressed this. The planning is more strategic and is now beginning to ensure that spending and educational objectives are being met. The school provides collective worship and opportunities have been created for spiritual development in both assemblies and in subjects. The school is well placed to maintain the momentum of improvement that has been established.

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	B	B	B	B
Mathematics	A	B	C	C
Science	A	B	C	C

Key

well above average A

above average B

average C

below average D

well below average E

The table above shows the results obtained in the national tests in the last academic year. They demonstrate that, against all schools, attainment was above average in English, average in mathematics and science, and compared with that in similar schools it was exactly the same. Comparison of those results with the scores obtained by the same pupils when in Year 2 shows that achievement is in line with that expected. The pupils in Year 2 now, entered the five to seven age range (Years 1 and 2) with slightly above average attainment. Attainment at the end of Year 2, in 2002, in comparison with that in similar schools and nationally was above average for reading, and average in writing and mathematics. The trends over time show that improvement at the end of Year 6 has been falling steadily against the national trend and is now only just above that found nationally. The school has set challenging, but realistic targets for attainment in 2003 and is well on its way towards achieving these.

The inspection finds that, by the end of Year 6, current attainment is average in English and science and above average in mathematics. Standards are above average in information and communication technology at the end of both Year 2 and Year 6. At the end of Year 2 standards are average in mathematics, and English and below average in science. In all other subjects where, it is possible to make a reliable judgment, standards are in line with national expectations. When prior attainment is taken into account for Year 6, pupils' test achievements in the core subjects of English, mathematics and science are average. Pupils with special educational needs are achieving satisfactorily in relation to the targets set for them. The achievements of pupils with English as an additional language are in line with all other pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and concentrate well in lessons
Behaviour, in and out of classrooms	Behaviour is satisfactory both in and out of classrooms. A small amount of challenging behaviour was noted, usually where teachers' behaviour management is inconsistent
Personal development and relationships	Relationships between pupils and teachers and each other are satisfactory. This helps promote positive attitudes towards school
Attendance	Attendance is unsatisfactory. This is due to people taking holidays and odd days during term time ie unauthorised absences

TEACHING AND LEARNING

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

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

Overall the quality of teaching is satisfactory with many strengths and some areas for improvement. In the lessons observed 96 per cent were satisfactory or better. Three per cent of lessons were excellent 53 per cent were good or very good and there was four per cent unsatisfactory teaching seen. Teaching is best at the Foundation Stage and at Years 5 and 6 where 100 per cent of lessons are satisfactory or better.

The national strategies for literacy and numeracy have been implemented well and the skills of literacy and numeracy are effectively taught. Teaching in English and mathematics is satisfactory overall, especially in Years 1 and 2, but it is good in Years 5 and 6. Teaching in the Foundation Stage is very well structured, the learning environment well organised and resources used effectively to enable pupils to make choices and work independently and as a result they learn very well. Some of the strengths of the teaching observed are: the good relationships that teachers develop with pupils; the good questioning that develops pupils' understanding; the knowledge that teachers have of their pupils and the good behaviour management; the good subject knowledge in the core subjects especially in Years 1, 5 and 6, and the high expectations that the teachers have of their pupils and their ability to succeed in the core subjects. The weaknesses in some of the less good and unsatisfactory lessons occur where behaviour management is inconsistent, activities are not sufficiently challenging or interesting or well planned, and the pace of learning slows as pupils struggle to maintain their concentration. The school is aware of this problem and has plans to address it. Those with special educational needs are supported effectively by learning support assistants so that they take a full part in lessons and learn well. Marking is not always helpful to the pupils and needs improving. Homework is appropriately set. Overall learning is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Schemes of work are in place for all subjects although these have yet to be finally coordinated into the existing curriculum framework to more clearly show what will be taught and when with more appropriate time allocations. Assessment procedures are now more rigorous and detailed although the use of it is inconsistent. The introduction of 'brain friendly learning' in Year 5 is having a positive effect on pupils thinking skills. This is beginning to become evident in attainment. Provision for extra-curricular activities is very good.

Provision for pupils with special educational needs	Provision is satisfactory. Pupils make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good. However, the inconsistently applied behaviour management throughout the school limits provision for social development. The pupils do not always have enough opportunity to debate issues that concern them or would enhance their personal development.
How well the school cares for its pupils	The school makes satisfactory provision for the care of pupils. The caring ethos of the school supports pupil development. Parents are happy about the caring school ethos.

The school works well with parents. The school values their contribution greatly. Many help the school and children's learning in a variety of ways, for example, through the active Parent Teachers' Association and directly in classrooms. Written reports of pupils' progress are informative and parents are involved with their children's curriculum targets each year. Parents readily approach teaching staff if they have any concerns. A full range of clubs, including a breakfast and after school clubs exist which appeal to all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides professional and effective leadership. The deputy headteacher and leadership team provide appropriate support and they are learning to work together as a team. Most subjects are managed appropriately although there are some inconsistencies.
How well the governors fulfil their responsibilities	Governors are aware of their roles and are generally supportive of the school. Some are relatively new to their role, and this together with insufficient strategies for systematic monitoring the work of the school, means that they have not been involved enough in shaping the direction of the school.
The school's evaluation of its performance	Satisfactory. Appropriate targets are set and progress towards them are monitored.
The strategic use of resources	Resources are well used. The planning is more strategic and is now beginning to ensure that spending and educational objectives are being met.

The school is well staffed. There are a good number of support assistants. The school accommodation is good with colourful displays. Resources generally are good. The school's site includes grounds that enhance pupils' learning and is well maintained by the caretaker. Teaching and support staff are well qualified, very hard working and have a range of expertise that meets curriculum needs. The school has embraced the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school • Teaching is good • Parents can approach the school and know they will be listened to • Children are expected to work hard • The school is well led and managed • The school helps children to mature and promotes a strong sense of responsibility 	<ul style="list-style-type: none"> • A minority of parents were concerned with the amount of homework the pupils get and some were concerned with lack of information

The inspection team is happy to agree with parents' positive views of the school. It feels that parents receive sufficient information about their children's progress and applauds the school for all the work that it has done to involve parents, and all the extra-curricular provision it provides. Inspectors think the school has good links with parents. They can approach teachers informally as well as at regular meetings. Homework appears to be suitable.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards in the school are satisfactory and pupils make satisfactory progress.
2. The 2002 National Curriculum test results for 11 year olds in English are above average and are average in science and mathematics. Overall, pupils made good progress in English, and average progress in science and mathematics from their previous attainment at the end of Year 2. When the school is being compared with similar schools (based upon free school meals) standards are above average in English, and again average in mathematics and in science. Standards have fallen in science and mathematics since 2001, but in English they have remained above average. The fall in standards was due to the percentage of pupils in that year group who were not challenged to reach the higher levels and those who had special educational needs. Trends over the last four years have shown a steady decline from a very highpoint. Overall the trends show above average trends in comparison to the national, but falling from a high starting point, particularly in mathematics and science.
3. In the 2002 National Curriculum tests, results for seven year olds are above average in reading and average in writing and mathematics. Compared with similar schools results show the same pattern. Standards have remained static since 2001. Trends over the last four years in reading, writing and mathematics test results for seven year olds have remained above the national trend, but have fallen towards the national levels despite remaining above the national trend.
4. Over past years, attainment on entry to school has been slightly above average. Inspection evidence found that children starting school in the Foundation Stage show very wide-ranging attainment but are broadly in line with expectations in all areas of learning. Many children start school with immature behaviour and find it difficult to listen and concentrate for very long. However, most children make good progress and enter the infants attaining most of the ¹Early Learning Goals recommended for children of this age. The good quality of teaching and teamwork, good adult role models, carefully structured activities and very good support from teaching assistants enable children to make good progress and achieve well. The Foundation Stage is in fact a strength of the school.
5. Years 1 and 2 make good progress in speaking and listening, reading and writing, and satisfactory progress in mathematics to be average by the time they are seven because teaching is well directed to pupils' needs. Progress in science is unsatisfactory and is below average. There was no evidence to suggest that the performance of boys and girls was significantly different although there are some variations between and within year groups, which reflect the number of boys and girls, and pupils with special educational needs in each group. Standards in all other subjects except for information and communication technology are in line with expectations. Standards in information and communication technology are above expectations.

¹ Early Learning Goals: these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

6. In the Years 3 – 6, pupils in English make satisfactory progress and, as a result of the school's emphasis on the development of literacy skills, standards have remained above average although they have dropped (inside that band) since the previous year, with inspection evidence showing that this present cohort is improving. Attainment in reading is good. Most pupils develop positive attitudes towards reading. As a result most pupils, including those with special educational needs make good progress in relation to their prior attainment. They confidently use a range of strategies when reading unfamiliar text and enjoy reading a range of fiction and non-fiction texts. The school greatly values the use of home/school diaries to encourage parental involvement. Standards in handwriting are good and progress is good. Pupils are excited about language and the power of story. This is a direct result of good teaching in the basic skills of handwriting, spelling, punctuation and drafting. This has contributed significantly to the raising of standards because pupils are able to organise their thinking and communicate ideas successfully. This is especially so in Year 5 where the curriculum allows for greater expression. A strength of the subject is the wide range of opportunities the school identifies in its planning to apply, consolidate and extend speaking and listening, reading and writing.
7. Standards in the Years 3 to 6 in information and communication technology are above average. In geography, history, religious education, design and technology, music and in physical education standards are in line with expectations.
8. Standards of handwriting and presentation in the Years 1 and 2 are good overall. By the end of Year 2, pupils' handwriting is legibly formed. By the end of the Year 6, pupils produce above average writing that is clear, joined and fluent.
9. In mathematics, inspection evidence indicates that seven and eleven year olds are attaining standards that are in line with those expected nationally. The school's introduction of the National Numeracy Strategy has not had as positive an impact as was planned upon pupils' computation and mental calculation skills, and attainment in these aspects. The school has concentrated on number and algebra, as well as space, shape and measure, but the strategy for number has not until very recently begun to have an impact upon standards. However, inspection evidence indicates that in both infants and juniors the practice of using and applying mathematics is not as well developed as numeracy. Consequently pupils' ability to use and apply their mathematical knowledge in extended investigations across the curriculum is limited.
10. Standards in science by the age of seven are below national expectations but by the age of eleven are in line with national expectations. In the 2002 national attainment tests, teacher assessments for seven year olds were well below that of the national average. However, by the age of eleven a higher percentage of pupils are in line with the national average and the proportion of higher levels are also equal with that expected nationally. In comparison with similar schools standards were average.
11. The standards of attainment in information and communication technology (ICT) are above that expected of pupils of a similar age. This is an improvement on the last inspection. The school has very good provision for ICT. The strength of the subject is in the improved provision and the accessibility of the computers around the school and during the lunch break.
12. Standards in art are in line with expectations in both infants and juniors. The enthusiasm of the pupils is largely as a result of the enthusiasm of the art co-ordinator and her commitment to the raising of standards throughout the school.

13. At Years 2 and 6 standards of attainment in religious education are in line with the expectations of the locally agreed syllabus. Pupils make satisfactory progress in their understanding of a range of faiths. They do not have a wide range of visits and visitors, but good teaching does help raise the standards. Good cross-curricular links are responsible for the satisfactory standards in history and geography. Topic work on, for example, Kenya linking the majority of subjects including English and mathematics, ensures all subjects are fully implemented and support each other in the application and consolidation of similar knowledge, understanding and skills.
14. Provision overall for special educational needs and for those pupils who have Statements of Special Educational Needs is satisfactory. They have a good attitude to their learning. Reference to the Record of Need, to individual education plans, school tracking records and discussions with the special educational needs co-ordinator (SENCO), class teachers, and teaching assistants indicate that most pupils are making satisfactory progress towards meeting their individual learning targets. Provision is made adequately for those pupils who have specific learning difficulties in English and mathematics through the Additional Literacy Strategy and Early Literacy Strategy programmes.
15. The school's targets in English and mathematics tests were not exceeded in this last year. The school has reviewed these targets under the new headteacher and continues to set itself demanding targets and these are clearly defined in the school's development plan

Pupils' attitudes, values and personal development

16. Children and pupils enjoy school and have good attitudes to learning. Overall, pupil behaviour is satisfactory; in years 5 and 6 and the Foundation Stage it is good. Pupils' personal development and the quality of their relationships are satisfactory. Attendance is unsatisfactory, because unauthorised absence is higher than that of most primary schools.
17. The youngest children are happily settled into school life. They enjoy well-planned activities, like the 'Alien' role play area. Children stay involved and interested in learning and can work with appropriate independence. They frequently ask questions to extend their knowledge. They listen carefully to adults, following instructions well, for example, being very quiet while walking to the hall, so other classes are not disturbed. Children's behaviour is good and they understand the rules; a child reprimanded the inspector for walking up the 'out of bounds' outside play area steps and breaking the rules. The positive, relaxed yet firm manner of the Foundation Stage staff, provide children with good examples of relationships and school expectations, so that they are well motivated and always try to do their best. These first years of school give children a good introduction to their formal education.
18. Older pupils also have good attitudes to learning and want to do well. They participate well in discussions. Given the opportunity, they express good opinions, often explaining their thinking, for example in a lively, practical Year 5 mathematics lesson about area. The majority take care with written work. A significant minority of pupils are from the travelling community. They also have good attitudes to learning and work hard whilst attending school. The progress they make is equal to that of their peers, due to the school's good provision of distance learning packs. Pupils collaborate and co-operate well in groups, offering help and sharing ideas. They particularly enjoy being chosen, perhaps to demonstrate problem solving or punctuation, to the class.

Opportunities for pupils to develop independent learning skills are satisfactory overall but are often teacher dependent, although independent learning in Year 5 is often very good. An innovative scheme is being piloted that identifies personal types of learning, whatever the pupils' academic ability. This has captured pupils' imagination so that they are becoming 'hooked' by discovering examples for themselves, and finding links to other areas of learning.

19. Pupils' behaviour is satisfactory overall. The behaviour of the youngest children and of pupils in Years 5 and 6 is good. However, the quality of pupil behaviour is often closely linked to the consistency of teachers' behaviour management skills and the need to retain pupils' interest throughout the lesson. In the best lessons, expectations are high, pupils are actively involved and challenged so that the lesson 'flows'; any indication of unacceptable behaviour is 'nipped in the bud' before it can escalate. In the less effective lessons, teachers talk for too long so that pupils become restless and lose their motivation. There is little challenge or sufficient activity and teachers have inconsistent behaviour management strategies to rekindle pupil interest. A small minority of pupils try to interfere with others who are working and some teachers ignore this low-key disruption. Noise is too often allowed to escalate without comment. When moving around the school without direct adult supervision, some pupil behaviour is unsatisfactory and inconsiderate. Some pupils leave assemblies, go to lunch or to and from play with little regard for adults or other pupils. They run along corridors, blocking doorways and entrances, being unprepared to be polite and make way. Even when an adult tries to restore order, a few pupils will still try to push through. No bullying was observed during the inspection and there have been no exclusions, but general levels of courtesy and behaviour are inconsistent.
20. The quality of pupil relationships and personal development are satisfactory. Pupils have formed firm friendships but still accept pupils who are new to the school or who are travellers, as part of the school community. However, some pupils do not always remember to consider others needs and feelings, so that their actions are sometimes thoughtless, for example, some laughing when a mistake is made, or calling out an answer directed at another pupil. The older pupils in the school are much more mature. Relationships between pupils and staff are satisfactory. There is sometimes a lack of empathy so that pupils are reluctant to respond. In Years 5 and 6 and in the Foundation Stage, relationships are based on mutual respect and trust, together with much good-natured humour. All pupils show a high regard and respect for the headteacher, eager to tell him their news, or proudly showing a good piece of work. Pupils talk about moral issues like the need to pay for items from shops, in circle time sessions, but they do not always have enough opportunity to debate issues that concern them or would enhance their personal development. Many pupils lack confidence in speaking and do not participate. Time for discussion is often quite short; sometimes teacher opinion dominates.
21. Pupils enjoy taking responsibility and do this well. Year 5 proudly took on the Year 6 school council role during their residential trip. At present only Year 6 are involved in the council; it could usefully be extended to other years to widen pupils' knowledge of citizenship. Year 2 pupils moved furniture sensibly to make space for circle time in their class. Pupils initiate charity fundraising events; £25 was recently raised for the school's chosen charity for the year, Marie Curie cancer care. During the inspection, there was great anticipation about Comic Relief, with pupils waiting to see if they had raised enough money to see one of their teachers bathing in baked beans.
22. Attendance is unsatisfactory. A major factor is the high-unauthorised absence caused by too many parents keeping their children at home without reason, for odd days and longer periods. The other factor is the increasing number of term time holidays

throughout the year. They often last for two weeks or longer; some families request several holidays. This has a significant impact on attendance. Pupils belonging to the travelling community do not attend for part of the year, but generally have very high levels of attendance when in school. In addition, some pupils are regularly late. An increasing number of parents are deciding not to fulfil their legal responsibilities by ensuring that their children attend school regularly and on time and do not seem to realise the detrimental impact on their children's learning and progress. School has recognised this and has taken steps to address the issue.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The quality of teaching in the school overall is satisfactory. A satisfactory standard of teaching has been developed and maintained since the last inspection and continues to be satisfactory overall with many examples of good teaching especially in the Foundation Stage and also in Years 5 and 6, (which is a strength of the school). Improvement since the last inspection is satisfactory. Over half of the lessons seen were good or better of which just less than one in five were very good or excellent and the rest satisfactory, with just under four per cent unsatisfactory. Teaching was good in the Foundation Stage, with nearly 95 per cent good or better and five per cent satisfactory. In Years 1 to 2 teaching was satisfactory and good in Years 3 to 6. The vast majority of the very good teaching was seen in Years 5 and 6.
24. The majority of teachers are very hardworking and are committed to the welfare of their pupils. Since the last inspection there has been a change of headteacher (2002) and just over half of the teaching staff has changed. At present the school has one teacher on maternity leave, an overseas teacher who is covering that maternity leave and two supply teachers covering for illness. The relationships between pupils and teachers and between pupils are satisfactory and teachers generally care for their pupils as individuals. The ability to listen to and respect the views of others is very good especially in the older classes in Years 3 to 6. This encourages the pupils' good attitudes to school and, in turn, contributes to the satisfactory progress and standards achieved.
25. During the inspection the following strengths of the teaching were noted in the lesson observations and in the examination of pupils' previous work:
26. **Teaching of basic skills.** There is effective teaching of basic numeracy and literacy skills throughout the school, although this has only just recently been properly addressed in numeracy. The skills developed in literacy lessons enable pupils to understand the different styles and purposes of writing. In subjects where links to literacy are planned for, pupils gain valuable opportunities to practise and refine their skills. Reports, instructions and diagrams are regular features in pupils' work in other subjects. For example in Year 5, pupils working on 'The Highwayman' have linked it to drama, mathematics and science as well as to history. The level of challenge is high for these pupils, but this is not the same for all pupils in other year groups. There is satisfactory support for pupils who have special educational needs and they make satisfactory progress. In the numeracy work challenging mental activities feature as the introduction to most lessons. Pupils enjoy these activities; they respond enthusiastically, and become more confident and proficient at making rapid calculations. For example, six year-olds are challenged to count in steps of four up to 40 from a number given by the teacher. In literacy, very good teaching of Year 5 pupils was observed when discussing poems to recognise how descriptions, similes, alliterations and metaphors are used to good effect. This inspired pupils to suggest alternative descriptions of animals in further group exercises.

27. **Teachers' knowledge and understanding and effective planning.** This is satisfactory across the 'core' subjects of English and mathematics, particularly in classes where teachers' specialist skills are used very effectively, through the setting process as in Year 5 in English. Pupils are inspired by the good selection of appropriate resources, challenging questioning to make pupils think and respond by using appropriate vocabulary. For example, Foundation Stage pupils are motivated by links with mathematics when developing sequencing the order of Jack and the Beanstalk and developing good sentence structure through discussion about the story. In Year 3 the designing and making of aprons led to effective links between design technology and literacy when describing words were used. This linking of subjects and applying knowledge, understanding and skills developed in one area to another to consolidate learning is an area that the school has really started to develop. It has begun in the Foundation Stage and Year 5. In these stages of the school this change has resulted in very good planning and teachers' very good knowledge and understanding to find and use the opportunities available. This way of working has yet to be developed across the rest of the school but is planned for later this year.
28. **Teachers challenge pupils satisfactorily.** The vast majority of the lessons seen were adequately challenging for the majority, but not for the needs of all the pupils in the class. Teachers are very careful to ensure work is well matched to pupils' age and ability. For example, Year 1 pupils are well challenged when they practise their development of specific skills of throwing and catching a large ball. The teacher was consistently challenging pupils to improve their skills, for example were they able to repeat the result of their task? Another good example, is when children under five are challenged to use correct vocabulary to explain the difference between 'longer than and smaller than'. Year 1 pupils are also challenged in information and communication technology when the teacher asks pupils to 'log on' and load their programmes, which they do with good discussion and without help.
29. **Teaching methods and organisation are good.** The main strength is in the cross-curricular planning that ensures the relationships between subjects are clear and many of the methods used rely on links to other subjects. A particularly good example is the work that the pupils in Year 5 did when in their 'rotation' sessions. The use of ICT in those sessions is of high quality and produces results that are above expectations. Teachers explain and model expectations well and pupils are very clear about what to do and work hard to achieve it. There is a clear expectation that the methods and organisation are systematically planned throughout the curriculum, for instance in a Year 3 class when studying Icthus and the reason for secret meetings of Christians.
30. **The strategies for managing behaviour are good and relationships are satisfactory.** Generally, the work is interesting and well matched and lessons have good pace, especially in the Foundation Stage and Years 5 and 6. Lessons are generally challenging in these areas and pupils are so involved, concentrating and working hard at what they are doing, they do not have the time to misbehave. On the rare occasions where behaviour in those classes was not up to the usual high standard pupils were quickly challenged and reapplied themselves to the task in hand. Teachers manage the pupils well in the above classes. They are sensitive to the needs of the pupils and ensure that they do not discourage pupils even when occasionally the good behaviour is disrupted.

31. **Learning assistants are used effectively in classes.** The learning assistants and the special educational needs support staff are involved in lesson planning and the support and management of behaviour, as well as supporting learning.
32. **The significant factors that lead teaching to being unsatisfactory:** The quality of the marking throughout the school is inconsistent. Many comments are lacking constructive criticism and not relevant to helping the pupils improve. In many cases there is no dialogue between teacher and pupil, showing that the marking does not always help to ensure further progress. The inconsistency of this information hinders the effectiveness of planning future work to match pupils' needs. A lack of pace, when introductions are too long, or unclear. Behaviour management was inconsistently applied across the school. This resulted in poor behaviour, lack of challenge, and a lack of learning.
33. Satisfactory use is made of homework to support pupils' learning. Pupils take reading books home to read with parents, and as they get older they are encouraged to also take other specific tasks to complete at home. The use of information and communication technology to support learning is beginning to have a positive impact upon the learning of pupils and their standards. Many opportunities are provided to enable pupils to use this tool, for example, use of the Internet to research about Kenya, designing a database and questions and searches for animals. It is also well used during lunch breaks for pupils to follow their own studies from the lessons.
34. The teaching of pupils with special educational needs is satisfactory. All teachers are aware of the pupils on the Record of Need and all make reference to providing suitable activities to promote learning. Teaching is based on pupils' prior attainment and attention is given to ensuring that the work set is appropriate and progressive.
35. The special educational needs co-ordinator (SENCO) has been in post one year after undertaking the same role for six years in another authority. The present post requires the SENCO to spend three days a week in the school and during this time she undertakes administrative duties and an element of this time is committed to supporting special support groups and individual pupils with special educational needs. In addition, advice is given to teaching staff and teaching assistants who work with children with special educational needs as and when necessary. The special education needs policy has been recently reviewed and updated to meet the requirements of the New Code of Practice for Special Educational Needs. The SENCO has recently attended a course in relation to the requirements for new anti-discrimination duties in regard to disabled pupils as part of the Special Educational Needs and Disability Act 2001. However, although there is good support given to pupils with special educational needs by the teachers' support assistants and advice and support from the SENCO, there is no additional teaching support available from external agencies, apart from traveller support and ELS support. There is a need for the SENCO to undertake a review to consider the possibilities for more in-house teaching support for children with special educational needs. An audit of the present teaching and administrative duties of the special educational needs co-ordinator and present deployment of teaching assistants is needed to explore strategies to increase the teaching time given to special educational needs pupils and further enhance the effective work of the teaching assistants. The opportunities for the SENCO to share her expertise by working alongside and in conjunction with the Teaching Assistants on a more regular basis will enhance the provision to pupils with special educational needs and also give valuable training to support staff.

36. All pupils with special educational needs receive a full curriculum entitlement and their specific needs are identified with a programme of support drawn up on an IEP (individual education programme). These IEPs have identified targets and are written by the class teachers with advice from the SENCO. When written, these IEPs become important to the class teacher when planning lessons to meet the needs of all pupils in the class. At the present time IEPs are reviewed each term and new targets are set once targets on the IEP have been achieved, a necessary procedure to ensure progress is maintained over time.

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

37. The school does not provide a generally broad and balanced curriculum due to the inconsistent coverage of the science curriculum. There are gaps in the coverage of elements of the science curriculum and an inconsistent time allocation for the subject in specific year groups, in Years 3 - 6. At the moment, monitoring of the provision in science is insufficiently rigorous to ensure that the appropriate time allocation is adhered to.
38. There are policies and schemes of work in place for all subjects and the National Literacy and Numeracy Strategies are firmly embedded. These have been suitably modified in the light of the needs of the school, for example, by blocking certain elements of writing so that they can be consolidated more effectively. The strategies are beginning to have an impact on other areas of the curriculum. Planning for the foundation subjects is largely based on national guidelines but has incorporated elements of earlier schemes of work. For example, in history and geography, considerable use is made of the local area as a focus of study. Until recently, the considerable emphasis on the core subjects of English and mathematics has stifled the necessary development and evaluation of the curriculum as a whole.
39. In Year 5, parallel initiatives are being trialled in conjunction with each other. 'Brain Friendly Learning' is designed to ensure that appropriate links are made between different aspects of pupils' learning. The modification of the curriculum which this entails is intended to create 'Contexts for Learning', resulting in a more enriched and challenging curriculum. The current initiative is successfully motivating and stimulating pupils and they are increasingly making meaningful links between the different aspects of their learning. The use of rotation groups is resulting in more independent learning and pupils are beginning to understand more about why they are learning as well as what. The increased emphasis on creativity is beginning to redress the balance in the curriculum, which has been upset in recent years by a narrow emphasis on the core subjects. Although successful, the initiative is highly dependent on the expertise, commitment and enthusiasm of the teachers involved and involves rigorous analysis to ensure that all curriculum areas are adequately covered.
40. Provision for special educational needs is satisfactory. All pupils have equal access to the curriculum within year groups although there are variations in curriculum provision across the school as a whole. For example, the extent to which teachers adapt work for the range of different abilities in their class is inconsistent across the school.
41. The school provides a very good range of extra-curricular activities, including sport, drama and art. The school's analysis of attendance shows that clubs are extremely well attended with over one third of pupils attending at least one, and nearly two thirds of junior age pupils attending one or more out of school activities.

42. Provision for personal, social and health education is satisfactory. The school is aware of the need to develop a coherent policy cross the school and intends to allocate specific time for it within the curriculum. In Year 5, there is an increasing emphasis on self-assessment and independent learning, which will become a model for how personal and social education will develop across the school. It is intended that personal and social education will underpin the whole concept. Circle time discussions are focussed on younger children and pupils, following a commercial scheme. This does not, however, provide enough flexibility for pupils to discuss issues that are of immediate concern to them, such as building relationships or understanding the needs of others. For older pupils the focus is more on citizenship. Year 5 pupils have learnt about drugs awareness with the support of the local police. Provision for sex and drugs education is currently within the science curriculum. Year 6 participates in safety and life skills training, with the involvement of the emergency services, and this positively develops their understanding and confidence in dealing with different situations. However, there is inconsistency in delivering whole school formal personal, social and health education; some lessons do not take place when timetabled and lack of time hinders in depth exploration of personal development issues. The co-ordinator has no time allowed to monitor subject content and planning or observe, support and evaluate teaching.
43. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. This reflects a similar position to that found in the last inspection. However, there have been improvements to the provision made for pupils to develop their spirituality and collective worship now fulfils the statutory requirement. The key issues from the last inspection relating to these areas have been addressed and improvement since the last inspection has been good overall.
44. Pupils' spiritual development is good. Opportunities for pupils to experience the spiritual dimension of topics are often pursued in lessons, assemblies and during collective worship. Pupils confidently discuss, and show appreciation for others' achievements and feelings. By Year 6 pupils are able to support each other in a wide variety of situations. This was clearly demonstrated through the activities observed whilst on their residential visit. The determination and personal effort shown by pupils when faced with personal challenges, and the support they received from their classmates was excellent. Tears of joy and relief, and the sense of personal and collective achievement were outward signs of pupils' understanding and appreciation of their own, and others' spirituality. Pupils throughout the school, and in a variety of lessons show their developing spirituality. For example, in mathematics and science lessons pupils reflect on their answers to questions and problems. In dance lessons, pupils express their feelings and emotions through their movements in response to music, and the story they are enacting. Teachers promote pupils' spirituality most successfully when they use a range of teaching styles that enable all pupils to learn effectively, and by valuing all pupils' responses.
45. Provision for pupils' moral development is good. Assemblies, collective worship and religious education lessons are used successfully to support pupils' growing appreciation and understanding of the values and moral codes that underpin different cultures. Staff provide good role models through the respect they show for pupils, and the emphasis they place on pupils' respect for each other. Pupils know the difference between right and wrong and develop positive relationships with each other. Older pupils develop a secure understanding of equality and talk sensitively about it, in the context of race and religion. Pupils throughout the school are encouraged to take responsibility for their own actions. Older pupils are provided with additional opportunities such as being members of the school council.

46. Provision for pupils' social development is satisfactory overall. Pupils clearly understand what acceptable behaviour is and, when managed well by teachers with high expectations, they respond well. However, pupils do not always behave appropriately in lessons, and this has an effect on the quality of learning that takes place. The most frequent inappropriate behaviour shown by pupils is continuing to talk amongst themselves, at a time when their teacher is giving instructions. As a result, some pupils are unclear as to what they need to do next, and occasionally complete the wrong task. There is an inconsistency, both within lessons and between classes, in the approaches taken to ensure that pupils understand what is expected of them. Where teachers are consistent in their approach, and expectations are high, pupils do behave well as individuals, and work and play co-operatively and in harmony. Year 6 pupils demonstrated these positive qualities as they provided mutual help and support during challenging activities whilst on their residential visit.
47. Pupils' cultural development is good. Teachers provide many interesting opportunities within the curriculum, and in after school clubs, such as the very successful drama club, for pupils to appreciate the art, music and traditions of a number of cultures. For example, Year 3 pupils develop their own dance after studying the music and dance of India, and Year 5 pupils learn an African dance after a visit from a Nigerian artiste. Pupils study different countries each year as they move through the school, and develop a good level of knowledge, and an appreciation of the diverse cultures to be found around the world. Regular opportunities are provided for pupils to share what they have learned with the rest of the school during assemblies.
48. The school has established good links with the community and good use is made of the village as a resource for history and geography projects. Particularly good links have been established with the local history society. A number of visitors come into school in association with different projects and the pupils contribute ideas to village initiatives. There are close links with the church and the vicar has given a talk on living in Africa. A Zimbabwean musician recently led a lively dance project. A local company sponsors the school football team. Close links have been established with the secondary school to which most pupils transfer and with 'beacon' schools in the area.
49. The school undertakes a number of visits to local places of interest and Year 6 pupils were on a residential week in Dorset during the week of the inspection. This makes a valuable contribution to pupils' social education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. Pupils are happily settled in school and are aware that staff provide them with an effective level of care and support. In the Foundation Stage attention to welfare matters is good. Procedures for assessing and monitoring pupils' attainment and academic progress are satisfactory. The use of assessment information to adapt the curriculum to meet individual pupil needs is unsatisfactory. The monitoring of behaviour and personal development are satisfactory. Attendance monitoring is satisfactory. Procedures and practices related to child protection and health and safety are satisfactory. Provision for pupils who are travellers is good, as is the recent introduction of the Breakfast Club.
51. Procedures for the assessment of pupils' academic progress are satisfactory. The key issue in the last inspection was 'to focus assessment which identifies clear targets for pupils to improve their National Curriculum attainments'. This has now been addressed as a result of very effective training from an external trainer. This training

helped teachers to identify a manageable solution to formative assessment in the classroom and also helped in setting targets, mainly focused on literacy. Since being in post the headteacher has assumed the responsibility for assessment and as a result of the audit of assessment procedures a good action plan has been written. However, a number of areas have been identified, including, for example, improving teachers' knowledge of the National Curriculum level descriptors and to concentrate staff meetings to agreement trialling and work leveling with a focus on science. Other areas identified are to develop teachers' questioning skills, including oral feedback and a clearer knowledge and understanding of how to challenge more able pupils towards higher attainment levels.

52. Procedures are in place for the assessment and recording of pupil progress in English, mathematics and science, and the analysis of these assessments leading to target setting. Year 2 and Year 6 undertake the SATs (Standard Attainment Tests) and the school will be involved in the new optional SATs. Good use is made of the local education authority (LEA) information system and this assists the school gain other important information as well as that of attainment. In addition, a new initiative is the setting up of a Governors Data Group to analyse the available data, including national and LEA data. Baseline assessment is undertaken and there are good formative assessment procedures in the Foundation Stage. However, the use of assessments to guide planning is unsatisfactory overall, as is the tracking of pupils as they move through the school. Procedures have been put into place for all junior teachers to track targeted pupils from when they join the school. The school has the Assessment Manager program, but as yet, this has not made an impact upon the tracking of pupils across the school.
53. The provision for travellers is good. Whilst away from the school pupils receive distance-learning packs that enable them to keep pace with their peers. They also benefit from visits by the Travellers Education Service, who provide additional support to help with learning. This neatly dovetailed provision ensures that pupils do not drop behind and reduces the need for intensive support when they return to full time attendance.
54. The school has a system of early intervention in the Foundation Stage and close liaison is maintained with the SENCO to ensure that all pupils in need of extra support are identified and their educational support needs are planned for. In the infant and junior years class teachers observe pupils who may have cause for concern in their learning. In addition, other procedures are adopted to identify an area of concern through analysis of pupil assessments. The SENCO is informed of this and spends time in the Early Years and main school, observing pupils who have been identified as needing extra support and discusses programmes of support for these pupils with their teachers. Further advice and support is obtained through other agencies, such as the speech and language therapy and visual impairment service, including the school educational psychologist who undertakes assessments and gives advice to the school in regards to pupils needing extra support in their learning. All annual reviews are carried out efficiently with the SENCO, all relevant outside agencies, LEA representative and parents in attendance.
55. The Breakfast Club is a recent good addition to the schools' welfare provision. Set up to provide breakfast for pupils arriving early on the school bus, it has proved so popular that many other pupils attend, including some children with working parents; 40 pupils are registered. The school cook and teaching assistants provide good, nourishing food at bargain prices; 30p for a poached egg on toast. Pupils enjoy the family style friendly atmosphere. There is the additional bonus of supporting pupil relationships

and social development. Older pupils look after younger children, carefully escorting them to their classes when breakfast has finished.

56. The monitoring of pupil behaviour and personal development is satisfactory. The behaviour and bullying policies are outdated and whilst providing whole school guidance the implementation is inconsistent. Therefore behaviour management strategies are not effectively and consistently followed. The school is aware that this is a priority and a staff meeting is planned very soon. There is also need to put in place a physical restraint policy and develop systems for record keeping, including any racial incidents should they occur. Staff keep individual class behaviour books and the headteacher is aware of pupils with ongoing difficulties and those whose behaviour is praiseworthy. The SENCO has introduced good behaviour plans for individual pupils who require them; involving star charts and daily brief meetings so that the pupils can show good work and collect their stars. These plans are shared with parents, on a daily basis. They have had a positive impact on helping pupils with the most challenging behaviour to improve.
57. Pupils needing support on personal matters can find a member of staff whom they trust, talk to informally and know that most staff will listen and help. Formal personal development is in the process of development.
58. Attendance monitoring is satisfactory, but there are aspects requiring development. Registers do not comply: pupil data is not fully provided, nor are daily totals of authorised and unauthorised absence recorded; there are instances of missed marks in a few registers. In addition 'post it' notes are used to inform teachers of any absence or lateness phoned in. Not all staff are aware of the times that registers close. There is no permanent recording system. The school secretary works hard to keep up with attendance monitoring, but the computerised monitoring system is not loaded onto the office computer, so much time is spent in checking registers and providing handwritten attendance information. Recent school data shows that absence is still increasing. At the moment the school authorises all holidays. Letters are sent to parents about any concerns and the educational welfare officer visits half-termly. Parents need more frequent reminders about the importance of good attendance.
59. Arrangements for child protection and for health and safety are satisfactory. The designated person has had very recent update training. Teachers are trained to be aware of procedures, but midday supervisors have not had training. Any sensitive records are kept separately. No children are on the 'Child Protection Register'. The school is working with social services to provide personal plans for pupils in public care. The school's written policy is outdated however, and needs review to include the latest practice and to provide specific guidance on procedures to all staff.
60. The school has trained first aiders and pupils who are unwell are well cared for. Accident records are properly kept. Required health and safety checks and records are undertaken and there is appropriate assessment of potential risks, including checks on venues for trips. The headteacher has been informed of issues noted during inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. The school has a good partnership with its parents and they express positive views of the school. Parental involvement and support is good. The quality of information that parents receive is satisfactory. Parents contribute well to their children's learning.

62. The school has developed its links with parents well, since the arrival of the headteacher nearly a year ago. Parents comment very positively about the new openness and informal opportunities to meet staff. The headteacher always manages to chat informally to parents at the start and end of the day so that communications are enhanced between home and school. A minority of parents help during the day, particularly in classes lower down the school. The school is keen to encourage more parents to get involved and offers a friendly welcome when they drop in. A few elderly community members give their time and experience, helping in Years 1 and 2. One of these community members is virtually full time in the amount of time that she offers for her voluntary duties as she helps across the school. The LPSA (Lingfield Parents' School Association) is well established organising many events that raise very considerable funds to support pupils' learning. Its work is much appreciated.
63. The quality of information provided to parents is satisfactory. The good regular newsletters are readable, friendly and give parents much information, even offering work opportunities. Neither the prospectus nor annual governors' report complies because required items of information are missing. Pupil reports include all subjects or areas of learning, and parents receive individual SATs results. However, there is too much focus on what is taught and what pupils can do, with far less emphasis on providing information that will enable pupils to improve. In English, mathematics and science generally appropriate targets are provided. The reporting of other subjects is unsatisfactory, comprising of a tick box for achievement/effort; no written comments are provided at all. This is very impersonal and does not aid pupil progress. Personal development comments are often bland. Reports provide no opportunity for pupils to comment on their own progress. The school makes arrangements to issue reports to traveller families just before they leave the school in late spring.
64. Pupils Individual Education Programme (IEP) targets are shared with parents and their child at the time of review and both sign the IEP to agree the new targets set. The school sees the links with parents with pupils with special educational needs as crucial and parents are very supportive and attend all reviews and parent interviews.
65. Parents are keenly interested in supporting their children's learning. They felt there was insufficient information about the curriculum; information is now displayed on the external windows or doors of classrooms. The quality and use of reading records is variable, some are used well, and sometimes reading records are kept in teachers' files. The school offers curriculum events for parents; it has started a termly curriculum newsletter and recently a parents' online week was held. Homework provision is satisfactory with an appropriate focus on literacy and numeracy; in Year 5 there are increasing opportunities for independent research.
66. Parents are delighted with the new ethos of openness and with the other improvements made in the last year. They feel that there has been a vast improvement in the quality of partnership between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The headteacher provides strong and effective leadership with clear educational direction for the work of the school. Since his arrival at the school, almost a year ago, the headteacher has overseen significant, steady improvements in self-evaluation and target setting, the quality of teachers' planning and the monitoring role of the governing body. He has carefully nurtured the development of a whole school 'team' with a shared commitment to his vision for broadening the curriculum to provide a more exciting, motivating and challenging experience for all pupils. As a result, the school's

aims and values are beginning to be clearly reflected in all the school's work. However, there is still some way to go towards achieving a fully shared commitment to improvement, and in ensuring the effective commitment and contribution of all staff with senior management responsibilities.

68. Until very recently, the governing body was not receiving sufficient information to allow it to be either an effective 'critical friend' to the school or to develop a good understanding of the school's strengths and weaknesses. As a consequence, the governing body has not been fulfilling its statutory responsibilities appropriately and effectively and there are, for example, significant omissions from the latest annual governors' report to parents and the school prospectus. However, although the governors' role remains underdeveloped, under the guidance of the new headteacher, the 'Chair' of the governing body and the current group of regular governing body members have begun to take a keen interest in the performance of the school and have been closely involved, with all other 'stakeholders', in the long-term planning for school development. With the addition of a new 'data group' to its' range of committees, the governing body has now developed a satisfactory overview of the school's strengths and weaknesses, and has begun to develop its role in accounting for the performance of the school and in acting as a 'critical friend' to the headteacher.
69. The monitoring, evaluation and development of teaching has been a priority of the new headteacher who has monitored all teachers and has developed a very good understanding of the school's strengths and weaknesses. A new cycle and structure for teacher appraisal and performance management started at the beginning of the new school year and has begun to have a positive impact on the quality of teaching and in raising standards. The school's priorities for development, particularly in raising standards and developing a more exciting, motivating curriculum, are appropriate. In the short time he has been responsible, the headteacher has instigated a number of important and appropriate actions to meet the school's targets. The governing body is now fully involved in shaping the direction of the school and new teachers have been appointed who share the headteacher's vision for school improvement. The headteacher has worked hard, and largely successfully, to articulate his vision for school improvement to the staff and governing body through whole-staff in-service days and visits to nearby 'Beacon' schools and most staff have begun to respond positively with a shared commitment to improvement. Currently, there are no newly qualified teachers on the teaching staff; however, there are appropriate, effective systems in place for the induction of new staff and information provided for supply teachers is of appropriate quality. The school is an effective provider of training for initial teacher training students.
70. Recent training has provided governors with some of the skills, knowledge and understanding they need to manage the school's finances effectively. However, monitoring by governors of the school's performance and financial situation is at the very early stages of development and lacks the rigour necessary to enable the governors to both challenge, and support the school fully, in the school improvement process. Governors are provided with regular information about the school's budget, although this is not presented in a way that enables governors to ascertain whether or not spending decisions have been effective. Governors are committed to developing their role as the school's 'critical friend', to secure overall school improvement, and in particular to raising standards. They are beginning to use school data to make valued judgements about the school's effectiveness and identify priorities for future spending to secure the long-term development of the school. This work represents satisfactory improvement since the last inspection. Governors are aware of the principles of best

value and are developing the skills necessary to apply these principles to the work of the school.

71. The school provides satisfactory teaching and curricular opportunities overall. As a result pupils attain the standards expected. Taking account of the attainment of pupils on entry, and the general social and financial factors, the school provides satisfactory value for money.
72. The management of special educational needs is satisfactory overall. However, a strength is the quality of documentation and all confidential documents, including the register of pupils with special educational needs are kept in a securely locked filing cabinet. A good start has been made to bring the procedures in line with the new SEN Code of Practice. The governors are very supportive of the special educational needs provision. At the present time the governor for special educational needs is unable to visit the school due to ill health. It is hoped that in the future meetings will be arranged with the SENCO and the SEN governor to discuss matters of importance to the SEN provision. However, it has been recognised by the SENCO that a more regular formalised system is required to monitor the SEN provision in the school and this is an area that is being developed. The learning support assistants who work in the school are very effective in the work they do to support pupils with special educational needs and they work as a coordinated team. Resources for the teaching of pupils with special educational needs are sufficient, but there is a need to increase the range of resources. However, the use of information communication technology (ICT) is presently underdeveloped and more programs targeted to pupils with special educational needs are needed to increase the learning opportunities for these pupils.
73. Satisfactory use is made of new technology, including computers in the school's general and financial administration practices. The school has responded promptly to the recommendations of the most recent audit report, financial practices are secure and specific grants are used for their intended purposes. However, the management of school data such as attendance, and the presentation of school finances are not sufficiently developed to fully support the efficient and effective management of the school.
74. There are sufficient staff to meet the needs of pupils and the curriculum. It is recognised that the school has experienced considerable staff turnover, but is now starting to stabilise, although supply staff are needed to cover sickness and maternity cover. All staff have access to appropriate professional development and have time to attend courses. The delegation and deployment of staff with management responsibilities is unsatisfactory. Co-ordinator roles are inconsistent; some have sufficient time to manage and monitor their subject areas but others do not, often because they have many other responsibilities often historically based, rather than fitting current school needs. This means that imbalances exist; staffing structure has not been reviewed to ensure a more equal and productive balance and delegation of responsibility. Job descriptions are generic and do not specify precise areas of responsibility or deployment; some staff, including the bursar, have many responsibilities, some of which could be more effectively delegated, for example, the management of subject and maintenance budgets. The school secretary ensures that the school functions smoothly on a daily basis.
75. The quality of accommodation is satisfactory, overall. Foundation Stage accommodation is purpose built and is good; there are now secure separate outside play areas. However, neither of the two halls can adequately accommodate the whole school; this limits opportunities for the pupils to come together as a whole community.

There are insufficient staff toilets and the school has had to be imaginative in developing more storage areas. Most classrooms are of a reasonable size and the limited internal space is used effectively to provide areas for computers, a library, reading and music. School displays often enhance the environment such as the Africa project in Year 5 and the colourful Foundation Stage where children's work is prominent. Some classes display little pupil work and are rather austere. The school has generous grounds with both grass and hard surfaces. The hardworking caretaker and her team of cleaners ensure that the school is always clean and well maintained.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to raise standards further, the headteacher, staff and governors should
- (1) Raise further the standards of attainment in mathematics and science by:
 - completing the balancing of the curriculum (paragraphs 10, 35, 110, 124)
 - ensuring that science has the requisite amount of time in the curriculum (paragraphs 37, 110, 111)
 - developing co-ordinators' roles to enable them to monitor their subjects fully (paragraphs 42, 74, 114)
 - using assessment as an ongoing planning tool to deliver work that meets the academic needs of the pupils (paragraphs 32, 51, 52)
 - (2) Improve the quality of teaching by:
 - reaffirming and ensuring a constructive approach to applying and maintaining the behaviour policy, consistently, not only in class but also around the school (paragraphs 19, 30, 46, 56, 69)
 - (3) Review the strategic planning of the school by:
 - Redefining the leadership team and its roles (paragraphs 63, 74)
 - Creating a Foundation Stage coordinator from the practitioners (paragraphs 63)
 - Developing the governing body into a critical friend with monitoring and involvement in the strategic and long term planning of the school. (paragraphs 68, 70)
 - (4) Further improve and enhance the school development by creating a cohesive, understood and shared school vision with all the stakeholders of the school. (paragraphs 67)
- (All of these issues are identified in the school development plan)

Minor issues the governors and staff may wish to take account of:

- I. Unauthorised absence (paragraph 58)
- II. The statutory duty to produce the prospectus, annual governors' report with all required items of information
- III. Improving written reports so that written comments are used, not tick boxes for achievement/effort in the foundation subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	31	33	3	0	0
Percentage	3	14	39	41	4	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	395
Number of full-time pupils known to be eligible for free school meals	0	27

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
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	29	25	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	26	26
	Girls	22	23	23
	Total	45	49	49
Percentage of pupils at NC level 2 or above	School	83 (86)	91 (86)	91 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	24	19
	Girls	23	21	20
	Total	44	45	39
Percentage of pupils at NC level 2 or above	School	81(84)	83 (84)	72 (89)
	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	29	31	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	20	27
	Girls	26	24	28
	Total	48	44	55
Percentage of pupils at NC level 4 or above	School	80 (82)	73 (75)	92 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	25	27
	Girls	25	24	26
	Total	42	49	53
Percentage of pupils at NC level 4 or above	School	70 (n/a)	82 (n/a)	88 (n/a)
	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	325	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	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	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.85
Number of pupils per qualified teacher	26.75
Average class size	28.3

Education support staff: YR - Y6

Total number of education support staff	11
Total aggregate hours worked per week	322

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	11.75
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	11.75

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	6

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.

Financial information

Financial year	2001/2
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	£
Total income	861298
Total expenditure	836948
Expenditure per pupil	1906
Balance brought forward from previous year	24350
Balance carried forward to next year	24350

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	420
Number of questionnaires returned	178

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	2	0	1
My child is making good progress in school.	54	39	5	0	1
Behaviour in the school is good.	48	40	6	0	6
My child gets the right amount of work to do at home.	34	56	10	1	0
The teaching is good.	65	32	3	0	0
I am kept well informed about how my child is getting on.	37	48	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	25	2	1	0
The school expects my child to work hard and achieve his or her best.	52	43	3	0	2
The school works closely with parents.	40	50	8	0	2
The school is well led and managed.	69	30	1	0	1
The school is helping my child become mature and responsible.	48	46	2	1	4
The school provides an interesting range of activities outside lessons.	39	41	11	2	7

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

77. Provision in the foundation stage is a strength in the school. Standards on entry to school are broadly average in all areas of learning. Children enter the two reception classes in the autumn term during the year in which they will be five and the school provides full time places for up to sixty children. The school also provides fifty part time nursery places in either the morning or the afternoon sessions in the nursery class and almost all nursery children go on to take up a place in the reception classes. There is currently no local playgroup provision. The nursery and reception classes are situated in close proximity in spacious accommodation and each has access to a secure outdoor play area. The school has plans to further develop the outdoor play areas for the youngest children in the school but some urgent repairs are needed to exterior paint on outdoor support poles and to the landscaped steps.
78. The school has successfully introduced an appropriate curriculum for young children in the nursery and reception classes. The next step is to ensure that the school management structure provides fuller opportunities for the staff in the nursery and reception to work and plan together as an integrated unit. Staffing consists of three experienced teachers, one of whom is new to the school this year, a qualified nursery nurse and several experienced part time teaching assistants. They already work well together and relationships between staff and children are nurturing and positive. Continuous assessment procedures are good and are consistent in all three classes. Teachers make good use of assessment to plan for the next steps in children's learning. As a result, all groups of children, including those with special educational needs, make good progress. Children with special educational needs make good progress towards their individual targets. By the end of their time in the reception classes, the majority of children are likely to have achieved beyond the expected early learning goals in all areas of learning set for this age and already starting to work within the programmes of study of the national curriculum. At the time of the inspection many children already demonstrated aspects of the early learning goals in all areas of their learning.

Personal, social and emotional development

79. Teaching in this area is good. Children make good progress, as all staff make clear their expectations for good behaviour, and children learn the difference between right and wrong actions right from their earliest days in the nursery. In both the nursery and the reception classes, children are encouraged to be active and enquiring learners and to take decisions and make choices about their own activities. This promotes independence. Teachers plan the curriculum well to ensure that activities encourage the development of co-operative effort and the use of shared resources. For example, the jungle role play area requires children in the reception to take turns as drivers, passengers and animals in the safari park and to behave respectfully towards animals. Children in the nursery share torches and magnifying glasses as they explore a tented spaceship. Good recall of the activities which have been undertaken helps children to reflect on their own learning, and they learn to value one another's work. Children are confident with taking on responsibilities around the classrooms and willingly help with clearing up. Behaviour is consistently good and most children concentrate for sustained periods of time to complete tasks. Children show empathy for the feelings of others. For example, children in a reception class are genuinely concerned about

the feelings of a story character who has lost a much loved toy. Through a focus on celebrations the children learn to appreciate cultural and religious diversity.

Communication, language and literacy

80. Good, lively teaching, in both the nursery and the reception classes, ensures that children make good progress in developing early reading and writing skills, and a stimulating range of first hand activities invite children to talk about their learning. Adults talk constantly alongside activities and this helps children to learn new vocabulary, and also to learn about literacy. Good use is made of questioning to develop enquiry. For example, children in the nursery discussed the shape of the egg yolks with the nursery nurse when cooking, and the reception teachers discussed the sequence of events in the story of Jack and the Beanstalk, using large pictures to recall key events.
81. Early reading skills are well promoted. Children in the nursery learn to treat books with respect and develop sound book handling skills as adults show genuine enthusiasm for the books they share with the children. In the reception classes, the teaching of reading is undertaken in a systematic way, and group-reading sessions are well structured to meet the different learning needs of all groups of children. In the nursery and through into the reception classes, the children learn to distinguish different letter sounds and are encouraged to use this knowledge when they attempt to read words. They build up a range of familiar words, which they recognise on sight. The most able children in the reception classes already read simple texts with growing confidence. Teachers demonstrate the process of reading well to children when they share enlarged texts together. For example, the reception classes explored the way in which the giant's words made a chant in the story of Jack and the Beanstalk. Good use is made of assessment to record progress and parents make an important contribution through the home/school reading approach.
82. Good provision is made for writing in both the nursery and the reception classes. For example, children in the nursery make 'Captain's log books' as a part of their role play in the space ship and children in the reception classes make a wealth of books. These include books about the story of Jack and the Beanstalk and information books about plants and animals. This encourages children to gain confidence as writers and they are keen to use their knowledge of individual letter sounds when attempting to write unknown words. Almost all children in the reception classes write their own names with increasing accuracy and are eager to read what they have written when they make up their books. The majority of children is likely to be working within the early stages of the national curriculum by the end of the reception year, and teachers take good account of the national literacy strategy approaches.

Mathematical development

83. Teaching in this area is good and children make good progress in developing early mathematical knowledge and understanding. In the nursery, the teacher exploits opportunities to undertake counting activities in everyday situations, which provide a sound start to mathematical learning. For example, the children count around the group at the start of the session during registration and learn about measuring when they make a rocket cake together. Children in the reception classes have good opportunities to undertake practical mathematical activities. They learn to distinguish between long and short items and move on to compare different items against a length of string. They are encouraged to use phrases such as 'longer than' and 'shorter than' as they undertake this task. Children make repeating patterns using beads and

pegboards, and learn the language of time when they learn the order of days in the week and record this. They name different shapes of solid objects on a class display with accuracy and enjoy counting sets of up to ten teddy bears matched to numerals. Children in the reception class undertake simple measurement tasks, weighing parcels of different sizes and weights with considerable interest in the relative sizes and shapes of different packages. They enjoy using a giant domino game and identify double numbers. Teachers model the use of appropriate mathematical language during activities, which develops children's vocabulary. The most able children accurately count up to twenty, record simple addition and subtraction, and partition sets of objects. All children are encouraged to form their numerals with accuracy. Regular assessment is undertaken and used to plan the next steps for learning for different groups of children in the classes. The majority of children is likely to be working within the early stages of the national curriculum by the end of the reception year and teachers take due account of the numeracy strategy approaches in their teaching.

Knowledge and understanding of the world

84. Children make good progress in this area, as teaching is consistently good and a stimulating range of first hand activities invite children to investigate and discover for themselves. For example, the magnifying glasses and the torches fascinate children in the nursery as they explore the dark interior of their space ship. In the reception classes the children plant beans and record a diary of the growth. They learn that plants need water and light to grow and take an interest in the natural world as they handle and discuss natural items, which have been brought into the classroom. In their planning, teachers identify key questions which will help children to think and learn and invite children to offer their own ideas during group discussions, which promotes enquiry skills. Teaching assistants and parent volunteers make a valuable contribution to children's learning when they assist in activities. For example, one group of reception class children became totally engrossed in an outdoor gardening session when they planted cuttings, raked the compost and carried loads around in wheelbarrows, and talked excitedly with the parent helper about their tasks.
85. The children in both the nursery and the reception classes have good opportunities to use a range of construction kits and good use is made of the digital camera to record children's achievements. Children in the reception classes enjoy the challenge of designing and making seed packets. In the role play area they show a developing awareness of the need to treat wild animals with respect when they encounter different animals in their rainforest environment.
86. Children in both the nursery and the reception classes enjoy using the computers and tape recorders and show good mouse control skills and emerging confidence with early keyboard skills. There is scope to develop fuller use of programmable toys during activities. Through work undertaken linked to a theme on celebrations, children in the nursery and reception classes begin to extend their knowledge and understanding of a range of cultures and traditions. For example, they taste Chinese food and make a dragon dance linked to the celebration of Chinese New Year.

Physical development

87. Teaching in this area is good overall. Children in both the nursery and reception classes have regular opportunities to use a satisfactory range of outdoor equipment, such as bikes, trikes, hoops and skittles in the secure outdoor areas under appropriate adult supervision. Although there is no fixed outdoor climbing apparatus, the children

have access to climbing equipment to develop their climbing skills and physical co-ordination. There are no trolleys to pull and push, but the school plans to purchase these. The new outdoor sand pits are well used for digging and construction, although they would benefit from purpose built, rather than temporary covers.

88. There is some inconsistency across the classes in the approach to changing for physical activities. However, children in the reception classes show a good degree of independence in dressing, as they routinely change into shorts and tee shirts for hall time. They demonstrate a growing awareness of space and developing control and co-ordination when jumping and travelling on different parts of the body.
89. During their time in the nursery children have good opportunities to handle a range of different tools, materials and equipment. This is continued in the reception classes, where children handle a range of small equipment with increasing confidence and demonstrate good control skills when using scissors and handling malleable materials. They learn about the safe use of tools. Children make good progress in their physical development and by the end of the reception year the majority is likely to have achieved the expected targets and beyond this.

Creative development

90. Consistently good and sometimes very good teaching in this area promotes children's creative development. The classrooms are set up to provide rich opportunities for imaginative role-play and creative exploration. In the nursery children are well motivated to crawl through tunnels into a dark tented spaceship and an outdoor space station, where they enjoy taking on the role of aliens and astronauts. In the reception classes the children are enthralled by the atmosphere of the rainforest and safari park where rainforest music, a large jeep construction and animal costumes encourage them to take on the roles of wild animals and safari park visitors.
91. In a very good movement lesson children in a reception class responded well to the enthusiasm of the teacher and showed very good imaginative movement responses as they took on the characters of the story in Jack and the Beanstalk alongside taped music.
92. Children in all the classes have satisfactory opportunities to develop early music making skills and enjoy handling a range of percussion instruments from diverse cultural traditions. They learn many rhymes and songs together with their teachers and enjoy singing these.
93. Staff encourage the children to self select materials and tools set out for use in their creative activities. Children in the nursery enjoy handling a range of different materials and painting at large easels. In the reception classes, the children make lively collage pictures and observational drawings of snowdrops. They make colourful representational paintings and enjoy making three dimensional constructions. They compare the different sized forms they make using playdoh to prepare food for the Giant and for Jack. Children make good progress in this area and by the end of the reception year, the majority of children are likely to achieve the expected targets and beyond this.

ENGLISH

94. At the time of the last report, attainment in English was judged to be above national expectations by the age of seven and well above national expectations by the age of eleven. These judgements were confirmed by the results of national tests in 1998. Since then, the school's results in national tests have been consistently above the national average, although there is a gradual downward trend over time. Evidence from the current inspection indicates that attainment in all aspects of the subject in Year 2, is broadly in line with national expectations. By the age of eleven, pupils' attainment in speaking and listening and in reading is above national expectations, with attainment in writing in line with what is expected nationally. Pupils make satisfactory progress in English as they move through the school but progress accelerates in Years 5 and 6.
95. Pupils in Years 1 and 2 build on the good start made in the reception class and make good progress in the acquisition of basic literacy skills. Pupils with special educational needs make satisfactory progress, helped by good additional adult support in classes. By the age of seven, most pupils have acquired a good basic sight vocabulary and also use a wide range of strategies to decode unfamiliar words when reading. Most are independent readers of simple text and higher attaining pupils read fluently and with good expression, conveying the full meaning of what they read. The parent/volunteer reading team make a valuable contribution to hearing pupils read in Years 1 and 2 and evidence from home/school reading records indicates that parents are generally enthusiastic supporters of pupils' reading.
96. By Year 5, pupils are keen readers of a wide range of modern fiction. They understand the term 'genre' and confidently express preferences for particular writers and types of writing. They can back up their choices by reference to a range of fiction, can analyse characters and plots and predict what might happen next in a story. Less able readers have sound technical reading skills but in general do not have the wide range of vocabulary to cope with demanding text.
97. By the age of seven, pupils' speaking and listening skills are satisfactory. Most listen carefully to stories and respond appropriately in discussion, although some are still reluctant to listen carefully to the teacher or to each other. At least half the pupils have a wide vocabulary and general knowledge and are confident in illustrating discussions with their own experiences. By Year 5, approximately two thirds of pupils are articulate and confident in using a wide and imaginative vocabulary and can develop a complex argument in discussion. They work collaboratively when required, sharing ideas and modifying their views accordingly. The school provides good opportunities through role play, drama and class assemblies for pupils to develop their speaking skills.
98. In Years 1 and 2, pupils are encouraged to use their knowledge of phonics to support their writing as well as their reading. The spelling of phonically regular words by higher attaining and average pupils is generally accurate or at least plausible and pupils are beginning to write stories with simply structured sentences by the time they go into Year 2. Higher attaining pupils in Year 1 can sequence stories and have opportunities for writing for a variety of different purposes. Although pupils continue to write creatively and to retell stories in Year 2, much of the work is structured by worksheets and expectations of presentation and accurate spelling are insufficiently high.
99. The quality of teaching in English is satisfactory across the school. Teachers prepare their lessons carefully and provide good opportunities for pupils to develop their speaking skills. Learning objectives are explained to the pupils and work is generally set in a context of previous learning. Tasks are clearly defined and usually effectively linked to the main learning objective. Good use is made of support staff to work with

groups of pupils and a calm and productive working atmosphere prevails in most classes once pupils have settled to the activities.

100. In the less successful lessons, the pace of lessons is slow, introductions are too long and pupils become restless. In a number of lessons in Years 3 and 4, an undercurrent of noise and inattention disturbs the introductory sessions and interrupts the continuity of the lessons. In some lessons, insufficient use is made of support staff during the introductory sessions.
101. In the better lessons, teachers' lively approaches capture pupils' interest and good relationships and pupil management ensure that pupils work independently and collaboratively without direct supervision. A variety of teaching strategies and approaches are used to ensure that pupils understand what is required and lessons proceed at a brisk pace with no time wasted. A new cross curricula initiative in Year 5 has significant implications for the teaching of English and is proving successful in increasing pupils' motivation by focusing on collaborative and independent learning skills. Although planning is still based on the National Literacy Strategy, it is organised in a more coherent and meaningful way with links to other subject areas where possible. However, the current success of this in parallel with a 'brain friendly learning' approach is largely due to the energy, commitment and enthusiasm of the Year 5 teachers. For example, the way teachers are writing lengthy responses to pupils' journal entries facilitate detailed assessment of how pupils are responding to the new curriculum format.
102. Evidence from the scrutiny of work indicates an inconsistent approach to the marking of pupils' work. In Years 1 and 6, teachers write useful comments indicating how pupils might improve their work. In Year 1, precise and regular reference is made in the marking to pupils' individual targets and when they have achieved them. It is clear from the marking how much additional support the pupil has received or whether the work was completed independently. In both Year 1 and Year 6 there is a clear focus on teachers' marking and evidence of high expectations of achievement.
103. In Years 2 and 4, the marking of pupils' work was unsatisfactory. In Year 2, there was a heavy reliance on worksheets to structure pupils' learning and many of these were unmarked. Expectations of presentation were low and there was no clear focus for the marking. Spellings were uncorrected and errors were repeated in subsequent pieces of work. In Year 4, it was clear both from the little achieved by some lower attaining pupils and from the teachers' comments that some of the work set was not matched appropriately to the learning needs of different groups of pupils.
104. The management of English is satisfactory although there has been insufficient monitoring of teaching in the last two years and there are considerable inconsistencies in the teaching of English across the school. The National Literacy Strategy has been successfully implemented and basic literacy skills are taught effectively. However, opportunities for pupils to use these skills vary between year groups. There are basic assessment procedures in place and the results of national and optional tests are analysed. However, the use to which this information is put is inconsistent across the school and in some classes the tasks set are poorly matched to the different abilities within the class. Variability in the quality of marking has yet to be addressed. The extent to which information technology is used to support learning also varies in different year groups.
105. Resources, including the library are good and used effectively. The presence of a librarian/ technician and a computerised library system ensures that it is used regularly

and profitably. The termly literacy newsletter is valuable in keeping parents informed of school initiatives such as visiting authors and book weeks.

MATHEMATICS

106. Lesson observations during the inspection and a scrutiny of work undertaken during the current school year indicate that the current cohort of Year 2 pupils have made satisfactory progress and the majority are on course to attain standards broadly equivalent to those expected nationally by the age of seven in mathematics. In the junior department, a significant minority of Year 6 pupils are on course to achieve standards above those expected nationally and overall attainment is above expectations. The school has implemented the National Numeracy Strategy satisfactorily. Under this government-recommended scheme of work and curriculum, pupils undertake a wide range of work in all areas of mathematics. Samples of pupils work demonstrate that pupils in both key stages undertake a variety of work on shape, space and measures, and tackle a range of problems involving handling data and investigation. Pupils make appropriate use of their numeracy skills in other curriculum areas such as science and design and technology, however, there is limited evidence of the use of information and communication technology in the mathematics books.
107. Most pupils in Year 1 know the days of the week in sequence and know that, if today is the 10th of March, tomorrow is the 11th. They know the number names and are able to say them in order to 20 and back to zero. They can use number sequences, counting on and back in 2's, recognising odd and even numbers and using the vocabulary of ordering numbers, reading and understanding the ordinal numbers 1st, 2nd, 3rd etc. The majority of Year 2 pupils are able to count on in steps of 4 and notice the pattern of the 4X table on a 100 number square. They are beginning to recognise and find one quarter and one half of shapes by folding, cutting and colouring fractions of shapes. Most recognise that two halves and four quarters make one whole. Most Year 3 pupils are able to find the difference between, for example, 5 and 8, and 19 and 24, by 'counting up' and most are able to do this with numbers lying either side of a multiple of 100 (99 and 104, for example). The great majority of Year 4 pupils understand the relationship between multiplication and division, recognising that if you know that 2 multiplied by 6 = 12, you also know that 12 divided by 2 = 6. When working with fractions of shapes, most are able to use fraction notation and recognise simple fractions that are several parts of a whole - correctly drawing a rectangle with 1/10th shaded, for example. Pupils in Year 5 are 'set' into two ability groups for mathematics. Most pupils in the more able group are working above national expectations for their age. They are able to use doubling to multiply numbers by 4. They understand that area is measured in square centimetres and are able to design and draw a table using a ruler to record the results of their measurements of objects around the classroom. The majority of pupils in the less able group are, with support, able to work out areas using the appropriate vocabulary and standard units and are working at national expectations for their age. Although Year 6 pupils were away from school during the week of inspections, an analysis of their work during the current year combined with an analysis of their results in the previous year's 'optional SATs' confirms that a significant proportion of pupils are likely to attain 'Level 5' by the end of the year and overall attainment by the age of eleven is above national expectations.
108. The quality of learning in mathematics lessons is directly related to the quality of teaching and ranges from good to satisfactory in Years 1 and 2 but is satisfactory overall. Learning is satisfactory in Years 3 and 4 and very good in Year 5. Where the quality of learning was good or better, this was due to the teachers' high expectations, the maintenance of a 'brisk' pace throughout the lesson and the generation of a good

working atmosphere within the class. Teaching in mathematics lessons ranges from good to satisfactory in Years 1 and 2, and is satisfactory overall. Teaching is satisfactory in Years 3 and 4, and very good in Year 5. No teaching was observed in Year 6. Planning for all mathematics lessons seen was based on the government-recommended numeracy scheme of work and strategy and complied with the recommended lesson format. In the best lessons, teachers ensure all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology and provide good opportunities for pupils to explain their methods and practise what they know. Where teaching was very good, teachers motivated pupils very well and ensured very good progress during the lesson for pupils of all abilities through appropriately challenging tasks, clear time-targets and good individual support for pupils with special educational needs. However, in several lessons in both key stages, although teaching was judged to be satisfactory overall, teachers failed to maintain the good pace of the introductory activities during the independent group activities and did not ensure that all pupils were concentrating on their tasks appropriately during this part of the lesson. Pupils with special educational needs are catered for appropriately in teachers' planning with suitable tasks and additional support, and they make satisfactory progress overall towards the targets set for them. Pupils' attitudes and behaviour in mathematics lessons are satisfactory overall in Years 1 and 2, and are good overall in the juniors. Most pupils enjoy their mathematics work, especially the mental and oral activities, respond well to their teachers and work together well without the need for constant teacher-intervention.

109. The school has implemented the 'National Numeracy Strategy' effectively. The coordinator for the subject took over the role a few days before the inspection but has a clear understanding of what needs to be done to improve attainment in the subject. Resources for the subject are satisfactory overall and funding has been allocated appropriately to purchase additional resources to support the numeracy strategy.

SCIENCE

110. Standards by the age of seven are below national expectations, but by the age of eleven are in line with national expectations. Standards are lower than they were in the last inspection. In the 2002 standard attainment tests, teacher assessments for seven year olds were well below that of the national average. However, by the age of eleven, a higher percentage of pupils are in line with the national average and the proportion of higher levels achieved are equal with that expected nationally. In comparison with similar schools standards were average. Pupils with special educational needs make satisfactory progress overall. Only one lesson was observed in the infants and one in the juniors. No science was being taught in Year 4 this term and Year 6 were away on a residential trip. However, there were some links with science in an ICT (Information Communication Technology) lesson in the infants and one in Year 5 linked to literacy that gives further evidence to the quality of teaching and learning across the school. Further evidence was gained through looking at pupils' previous work, teachers planning documentation, displays and photographs around the school and discussions with teachers and pupils. The weaknesses directly impacting upon standards is the unbalanced curriculum and inconsistent teaching time for the subject. In addition, evidence that the scheme of work had not being adhered to was seen in the sampled work. Furthermore there is an inconsistency in assessment procedures, monitoring of the subject, documentation in urgent need of updating and notably very poor subject management.
111. The range of work seen is very unbalanced and inconsistent as pupils move through the school, with a high emphasis on life processes and living things and physical

processes. The school has identified scientific enquiry as an area of development across the school. However, there was some good evidence of pupils engaged in investigations and writing up practical tests, especially in Year 3 and Year 6. For example, Year 6 undertook an investigation into pulse rate before and after exercise. A data collection of the results that were then written up was accompanied by pictorial graphs. In Year 3 pupils planned an investigation into the effect of air resistance and developed ideas on fair testing. In Year 1 a lesson was observed where the pupils were investigating and identifying a range of materials. In a Year 5 design and technology lesson pupils were involved in creating a quiz box, which consisted of a set of questions and answers. When touching a question that is wired to one side of a battery and then touching the correct answer the circuit is completed and it lights the bulb. In this lesson pupils were revisiting their work in science on electric circuits.

112. By the age of eleven, the time spent by pupils on the programmes of study for science are better balanced than earlier in the junior stage. The work seen in pupils' science books is generally neat, with a good system for writing up experiments. Furthermore, there are some good links with mathematics in the use of tables, graphical representations and labelled diagrams. The range of work seen included investigations into solids, liquids and gases and studies on 'upthrust' in water and also the effect of air resistance. Pupils also know that force is measured in 'Newtons' and know how to use the forcemeter. They also learn about the major body organs, such as heart and lungs and how important it is to keep healthy through a varied, but balanced diet and exercise.
113. Overall pupils' attitudes to learning are good and invariably, where there is good teaching, there is good learning and consequently good behaviour. The quality of teaching was satisfactory overall, but there was some evidence of good and very good teaching in a minority of classes. Assessment is undertaken at the age of seven and eleven. However, day to day assessment, used to influence future planning is unsatisfactory overall and is inconsistently applied across the school. For example, some work was not marked at all, but where there was evidence of appropriate marking it was accompanied by comments designed to move pupils on in their learning that is reflected in the consequent gains in pupils' learning. Much of the evidence in the samples of pupils' work is similar in content and largely teacher directed. However, there is little evidence to show that higher ability pupils are being challenged to get involved in their own learning and taking on challenges that will extend them and consequently impact upon the gains they make in their learning.
114. The school policy for science was written in 1997 and has not been reviewed since. The recently adopted scheme of work in the infants, is based on national guidance for teaching science. However, the junior scheme is a staff generated scheme of work, but there is little evidence to show that the planned schemes are being covered consistently across the school. The science manager, although having some expertise in the subject has not ensured that the subject is effectively monitored and this has contributed to the deterioration in standards. Furthermore, there is a need to develop the use of ICT (Information Communication Technology) within the science curriculum, especially the use of databases, sensors and to incorporate the electronic microscope with school computers. Resources for the subject are sufficient, but many are stored in the stock cupboard and not being used effectively.

ART AND DESIGN

115. Standards of work seen are in line with expectations by the age of seven and eleven and some pupils achieve above this level. Although it was not possible to observe

more than one art lesson during the inspection due to timetable arrangements, judgements take into account displays around the school, photographic, portfolio and sketchbook evidence. Since the time of the last inspection, the school has made a satisfactory improvement in creating opportunities for pupils to develop three dimensional work and has started to take account of the use of computer generated images to enhance learning in art.

116. Pupils enjoy the work they undertake in art and displays are generally well presented. All groups of pupils, including those with special educational needs, make satisfactory progress in the development of skills, knowledge and understanding, critical appreciation of other artists, and in evaluating and improving their own work.
117. By the age of seven, pupils confidently handle a range of different materials and work in a variety of media, such as paint, pastels, collage and clay. Year 1 pupils make and fire attractively decorated clay pinch pots and pupils in Year 2 use viewfinders and create carefully shaded pencil drawings. Pupils take pride in what they achieve. For example, pupils in Year 1 proudly showed their paper sculpture work in assembly.
118. By the age of eleven, pupils show an appreciation of the work of a range of artists from various cultural traditions. Good links are made with other subjects. For example, pupils in Year 3 make stitch designs based on the Paisley motif and link this to work undertaken on India. Year 4 pupils paint lively Tudor portraits and design intricate Tudor motifs. Pupils in Year 5 create relief landscape paintings using hot colours and black paper linked to work on Africa. In Year 6, pupils construct striking three dimensional box figures inspired by Picasso and the Cubist movement. They paint vibrant portraits in the style of Picasso, which show a lively use of colour, form and design. Observational drawings show a good understanding of proportion in figures and padded collages, inspired by the work of the artist Lowry, are executed with care.
119. No overall judgement can be made on teaching. However, teaching is likely to be of at least a satisfactory standard throughout the school. Appropriate use is made of sketchbooks, especially in the upper part of the school. The school has the benefit of a purpose built kiln room. A textile club is popular with pupils in Years 3 and 4 and the art club is well attended by pupils in Years 1 and 2.
120. The subject is effectively managed by an enthusiastic coordinator, who has worked hard to develop the scheme of work throughout the school and to build up resources. New assessment procedures have recently been introduced but the use of this has not yet been monitored.

DESIGN AND TECHNOLOGY

121. Three design and technology lessons were observed during the inspection, one Year 2 lesson and two Year 3 lessons. Additional evidence was obtained from a survey of samples of work on display throughout the school, design work in pupils' sketchbooks and from discussions with teachers and with pupils. This indicates that pupils in both key stages undertake an appropriate range of activities in which they design, make and evaluate products and that attainment is satisfactory at the ages of seven and eleven.
122. A scrutiny of previous work shows that, during the year, pupils throughout the school have undertaken an appropriate range of 'design and make' activities. Pupils in Year 1 have designed and made musical instruments of a good standard and made and used levers and sliding mechanisms to make 'pop-up' Christmas cards. In the one Year 2 lesson seen, pupils were producing designs for a puppet using their knowledge of

materials and components and were employing pictures to explain their designs. Pupils understand what a 'template' is and know that when making a pattern, you need to draw on the back of the material and sew it together 'inside out so the stitches don't show'. Previously, pupils have designed and made a wind-up toy water well. Year 3 pupils made torches using circuits with switches in previous lessons and were designing an apron for a specific purpose in lessons observed. They were, with some support, making realistic plans for achieving their intentions, considering the purpose, the materials and tools required and the appropriate fastenings. Pupils in Year 4 have deconstructed cereal boxes before making and packaging their own cereal and evaluating the results. During the current school year, Year 5 pupils have designed and made 'fashion dolls', designed, built and tested air-raid shelters of a good standard and were making and testing circuit-board games at the time of inspection. Pupils in Year 6 have designed and made '3D Picasso people' and used mechanisms with cams to make a moving toy.

123. Attitudes and behaviour in design and technology lessons ranged from good to satisfactory and were satisfactory overall. Most pupils clearly enjoy the activities and take part enthusiastically, although a significant minority of pupils needed constant reminders to concentrate and pay attention. The quality of teaching ranges from good to satisfactory and is satisfactory overall. Where teaching was good, the teacher had good subject knowledge, conveyed her own enthusiasm well to the pupils and worked hard to ensure all pupils were involved and taking part in the lesson. In some otherwise satisfactory lessons, the teachers' low expectations of pupils' behaviour led to some loss of pace. Teachers ensure that pupils with special educational needs are supported appropriately during design and technology activities.
124. The coordinator for the subject has been responsible for the subject for several years and has a very good knowledge and understanding of the national curriculum programme of study for the subject. She has produced a whole-school scheme of work for design and technology and has begun to develop a photographic portfolio of examples of work for each unit undertaken. There is a well-organised and satisfactory range of resources for the subject.

GEOGRAPHY

125. The last time the school was inspected, standards in geography in the infants were above that expected of pupils of the same age and in line in the juniors. This has changed and the standards in geography are now in line with national expectations, both in the infants and the juniors. However, this is largely because the planned scheme of work has now been updated and the impact on standards has not yet had time to feed through the school. Pupils with special educational needs make satisfactory progress overall.
126. The school is at present looking at 'Making their school International,' following a course recently attended by the subject manager. However, already there has been progress in this area, following an audit of the studies pupils are undertaking the geography scheme of work and then trying to link these studies internationally. For example, in Year 2, pupils are studying 'An Island Home,' in particular, the Isle of Struay, following the books of Katie Morag, which has initiated the school trying to create links with a school in the Hebrides. Year 3 is studying the village of Chembakoli in India and comparing this with their own locality of Lingfield. A preliminary search on the Internet identified two matches close to Chembakoli where the school would like to create links. Year 4 are making a link with a French school and Year 5 are already linked to the Hippo Valley Primary School in Zimbabwe, through the personal

connection of the local vicar. Year 6 has been so far unsuccessful in creating a link with Greece, but has been looking at linking with an American school. Further International links are created by the project 'Where in the world is Barnaby Bear?' Barnaby, a toy bear travels around on holiday with teachers, parents and children and sends postcards to the school from around the world. Photographs also become a good resource when Barnaby returns and can be displayed for other children to see where he has been on his travels.

127. Displays in classrooms were generally very good and some were very good, notably Year 3 and their work on Chembakoli and the focus on 'African Safari' in the Year 5 'Context for Learning Project. Good links with ICT (Information Communication Technology) are made and this was seen consistently during the inspection with pupils researching on the Internet. For example, in Year 5 pupils have used the Internet in their studies of Ethiopia and Kenya and further ICT work was seen in a Year 2 class where they were designing a poster to promote the Isle of Strauy as a holiday destination. In addition, Year 1 were developing their skills in identifying symbols to represent different weather conditions and were encouraged to access the weather forecasts from the BBC website. Other weather forecast studies were seen in Year 4 where they had recorded a weeks weather chart, printed a weather forecast from the computer and had written a 'Latest Weather Forecast' script - a good link with their literacy work. In an observed lesson, pupils in Year 4 were describing their understanding of what is meant by climate and the comparison in climates in Great Britain, North Africa and Australia. Pupils had a good understanding of the different climates and were able to name different climate zones as well as demonstrate their developing map skills through their use of an atlas and confidently using geographical terms. The class successfully achieved the set task where they had to study weather graphs to compare the weather in London and Rome over a twelve-month period. The younger pupils explore the locality, notably the school environment and in discussion with a group of Year 2 pupils they were talking about plans they had made where they had to find and give directions from the classroom to the school kitchen and office. However, a particular weakness is in the junior age range where there is a need to develop fieldwork studies across the whole age range.
128. The subject manager has only been in post since October 2002 and in that time has undertaken an audit of the geography policy, curriculum, scheme of work and resources, identifying areas that are working well and those that are in need of development. This has led to the writing of an action plan that highlights the updating of the geography curriculum, scheme of work, purchasing resources to meet the needs of the curriculum and looking at the possibilities of using the Internet to access maps. The subject makes a good contribution to spiritual, moral, social and cultural development.

HISTORY

129. At the time of the last inspection, attainment in history was judged to be in line with national expectations. This remains the picture and evidence from the current inspection indicates that pupils are making satisfactory progress in acquiring historical knowledge, skills and understanding as they move through the school.
130. Pupils in Year 2 understand that toys change over time. For example, they understand that a zoetrope is a forerunner of animated films. By Year 4, pupils can describe similarities and differences between Tudor houses and their own and pupils in Year 5 can make links between the 1930s and the present day.

131. The quality of teaching in the two lessons observed was satisfactory. Teachers have good subject knowledge and prepare their lessons carefully. For example, in Year 2, the teacher had brought in a range of Victorian toys for the pupils to discuss. Learning is set in the context of previous work and appropriate links with other areas of the curriculum are established. For example, pupils in Year 5 had designed and evaluated their own version of an Anderson shelter in connection with their work on wartime Britain. Good opportunities are provided for pupils to record their observations although only a limited amount of written work was achieved in the Year 4 lesson.
132. In both lessons observed, there was an undercurrent of noise and minor disruptive behaviour sufficient to disturb the learning of the majority of pupils. Conventions of discussion were not established and there was calling out and inattention from a significant number of pupils.
133. The coordinator is knowledgeable and enthusiastic and has developed a useful scheme of work based on the existing scheme and national guidelines. She has had too few opportunities for monitoring the teaching of history and is aware of the need to check on how effectively the curriculum is being covered. Subject knowledge is good across the school and a more effective balance is being established between knowledge and the development of historical skills. The co-ordinator is aware of the need to develop the use of information technology to support learning and to develop assessment procedures, which will inform teachers' planning.
134. Resources are very good. The school has a large collection of artefacts, which formed a school museum, and these are used to very good effect.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. The standards of attainment are above that expected of pupils of a similar age. This is an improvement on the last inspection. The school has very good provision for information and communication technology (ICT). All classrooms have their own computers and there are two other additional computer areas, one in the library with eight computers and the other in the main corridor with seven computers. In addition, there is a mobile suite of 15 laptops and two interactive white boards. A significant number of pupils have access to computers at home where they are able to undertake homework, engage in individual project work and research information from the Internet. However, it was particularly noticeable during lunchtimes how frequently pupils use the library and corridor computers. Every computer was in use, sometimes individually with pupils doing their homework or undertaking research work on the Internet and sometimes working and sharing with other children. Although pupils with special educational needs make satisfactory progress overall there is a need to provide more programs specifically targeted at these pupils that can be used on a more regular basis in the classrooms. However, the school caters well for pupils who need specific ICT provision, for example pupils with visual difficulties are provided with a computer with enlarged icons and programs.
136. A sample of ICT lessons was observed during the inspection, mainly from the infants. However, juniors were observed during lunchtimes and also working in groups, as in a Year 5 lesson where a group of nine pupils were engaged in accessing the Internet. They were using the Africa Animal Safari site to read poems about mystery animals described by their Swahili name, with the specific task of working out the name of the animal in English. Further evidence had to be gained from displays across the school, the ICT portfolio of evidence of pupils' work from each year, talking to pupils and from photographic evidence. However, most of the lessons observed were linked to

another curriculum area. For example, in Year 1 a very good lesson was seen where the pupils were working in pairs on the laptops and looking at a range of household objects and matching them with pictures. In the first part of the lesson the teacher had the actual objects on the carpet with the key words to match to the object with the aim of getting pupils to describe the objects as they thought a scientist would describe them. After this input the pupils then selected objects from a picture bank and then word-processed key words to describe the objects. Pupils were confidently logging on to the program and demonstrating good mouse skills and their developing keyboard skills. Another Year 2 class was designing a poster, which was directly linked to their geography topic. However, although the observed lesson was directly involved in cross-curricular work the use of ICT in the core subjects of English and mathematics is less developed. For example, in the samples of work there was little evidence of word-processing, especially the opportunities for draft writing, editing and then producing a final copy. However, there was some evidence on display, as in the word-processed formal letters of complaint and homework research on islands in Year 6 and also in the portfolio of work where pupils had presented a newspaper report and used Excel to find averages and totals using formulae.

137. At the present time there is a weakness in use of control technology where programmable devices, such as the 'Roamer'² can be given instructions for moving forward, backward, right and left. In addition, sensing equipment and an electronic microscope has been obtained, but as yet it has not been effectively used in the school for pupils' studies. There are tape recorders with headphones and a digital camera that is frequently used by the staff to record displays of work completed by pupils.
138. Pupils have very positive attitudes to ICT, and show genuine excitement at some of its uses and effects. They behave very well and show respect for the equipment. All lessons observed demonstrated that a significant number of pupils were making good progress in their development of ICT skills. Evidence was seen of the effective use of the Internet by pupils who were confidently accessing information from safe Internet sites. The school has clear guidelines on responsible usage of the Internet and a policy has been written to that effect.
139. The quality of teaching of the observed lessons was at least good with examples of very good teaching. In the better teaching, lessons were well planned, effectively delivered at a pace that challenged and stimulated the pupils to their learning, combined with high expectations for learning and behaviour. The staff have successfully completed the nationally agreed ICT training. All teaching assistants have had specific training in the use of computers and are very effective in the work they do with pupils. In addition, parents have been invited to the school to learn how to use the Internet and photographs of parents engaged in this activity were on display.
140. The management of the subject is good. The subject manager has undertaken a significant number of courses and is at the present time trialling new assessment booklets, an area that is in need of development across the school. The scheme of work is based on national guidance for teaching the subject. There is a teachers assistant who is also a trained technician and looks after the ICT resources. In addition, the ICT technician with the support of a parent is setting up the school website.

² A 'Roamer' is a device to which pupils give instructions to move around the floor in a way they have programmed.

MUSIC

141. There is a strong tradition of music making in the school, and pupils have good opportunities to perform music in school productions, festivals and concerts. Standards of attainment by the ages of both seven and eleven are in line with expectations, although some children with the benefit of additional instrumental tuition, reach standards above this. The school has introduced a commercial scheme of work to provide continuity of learning across the classes and support non specialist teachers. This is an improvement since the last inspection.
142. Pupils across the school enjoy singing and have access to a good range of tuned and untuned percussion instruments from a range of cultural traditions. They enjoy listening to the music of different composers. A recorder group plays tunefully to accompany a song, and several pupils play the piano confidently when pupils leave assembly. The well-conducted school choir is well attended by pupils in Years 5 and 6, and sings with a lively sense of rhythm, and a good appreciation of dynamics.
143. Pupils with special educational needs take a full part in lessons alongside their peers and make the same satisfactory progress. Pupils in Year 1 repeat short rhythms and melodic patterns and Year 2 pupils vary pitch, volume and tempo when playing a musical game. Pupils in Year 4 rehearse group performances combining continuous sounds and occasional sound effects. Year 5 pupils create four beat rhythms in groups using drums and percussion. They understand the use of simple notation and use good musical vocabulary, using terms such as ostinato, legato and staccato, when talking about an African song.
144. Teaching is consistently sound overall and occasionally good or very good. In a very good lesson in Year 5, the teacher moved the learning on with a lively pace, and used her very good musical knowledge to challenge pupils to create different four beat rhythms using a variety of African drums and percussion to accompany a song.
145. Pupils in the school gain from the good range of performers who come into school. For example, a performer from Zimbabwe ran a very lively African dance and music workshop. Many pupils benefit from extra-curricular peripatetic music tuition provided by the county music service, and have opportunities to learn the piano, clarinet, flute, cornet, trumpet and violin.
146. The subject co-ordinator is enthusiastic and manages the subject effectively. There is scope to develop more consistent assessment approaches. The school has identified a need for further training on composing skills, to build up expertise for non-specialist staff.

PHYSICAL EDUCATION

147. It was not possible to observe all aspects of the physical education programme during the inspection. Evidence from the lessons observed, including the Year 6 residential visit, a review of teachers' planning and talking to staff and pupils indicates that by the end of Year 2 and Year 6 pupils attain the standards expected nationally overall. All pupils make satisfactory progress throughout the school. There are some features of the provision that result in pupils attaining a good standard, for example, pupils achieve well in dance. These findings are similar to those found in the last inspection. Improvement has been satisfactory overall, with some good progress made in the development of the scheme of work and support now available for teachers.

148. The school provides a varied and well-organised physical education programme, to ensure that pupils build progressively on the skills they learn from Year 1 to Year 6. The Year 6 residential visit makes a very valuable contribution to pupils' personal development through the physical and personal challenges that are offered. Swimming lessons are provided for pupils in Years 2 and 5.
149. By the end of Year 2 pupils are able to make good use of the hall space and work with an awareness of each other and with due regard to safety. They can control balls with different parts of their body and perform a range of actions with a degree of control and co-ordination appropriate for their age.
150. Pupils in Year 4 use the ball control skills they have learned, when playing small team games. They work safely, understand the need for rules, and generally work co-operatively. In Year 5 pupils work to improve their own performance when linking gymnastic movements such as rolls and balances to create a sequence of movements. Pupils are able to identify aspects of each other's performances which they like or are particularly effective, but are not always sufficiently encouraged to offer suggestions as to how their work might be improved. Year 5 dance lessons are of the highest quality and as a result pupils achieve well. In these lessons pupils work co-operatively and continually appraise and refine their performance. Pupils are confident and keen to share their ideas as they perform for each other. They develop good control over their movements and express clearly, and with emotion events from story they are depicting.
151. Pupils talk enthusiastically about their experiences in physical education lessons. They understand that being active contributes to their overall health, and enjoying productive relationships with their classmates. They take pride in representing their school in competitive sports. In the best lessons these positive attitudes are encouraged with the result that pupils work hard and achieve well.
152. Overall, the teaching seen was satisfactory, although the teaching of dance in the lessons seen was excellent. The characteristics of the most successful lessons included very good teacher knowledge, regular use of teacher and pupil demonstration to exemplify the skills being taught, and the very effective management of pupils. In addition, lessons move at a brisk pace, expectations are very high, and pupils are continually challenged but supported to improve their skills and performance. Where these characteristics are not sufficiently promoted, pupils do not learn effectively or achieve well. Inconsistencies in pupil management and low expectations have the most significant impact on pupils' learning in these lessons. In particular, when teachers do not insist on all pupils being quiet when they give instructions results in some pupils not being clear as to what they need to do next, or on occasions completing the wrong task.
153. The school provides a very good range of extra-curricular opportunities for pupils to support their learning and enjoyment of physical activity. All pupils are encouraged to take part and many are able to represent their school in competitive matches against other schools. Links to national organisations provide pupils with many opportunities to meet and learn from nationally known sporting personalities. Parents are very supportive and regularly help with sporting activities at school. In addition they accompany pupils on sporting fixtures and the Year 6 residential visit.
154. The co-ordinator has good subject knowledge and has a clear vision for the further development of the subject. He has ensured that the scheme of work is well structured and organised to fully support teachers in their planning of lessons to

ensure pupils learn new skills, and build on those they already have, as they move through the school. He is committed to the raising of standards in all aspects of physical education and provides ongoing training for teachers, including giving demonstration lessons. Resources are very good overall, although the halls are small and present some challenges for the effective teaching of older pupils.

RELIGIOUS EDUCATION

155. During the inspection it was only possible to see three lessons. Judgements are based on these observations, scrutiny of pupils' work, teachers' planning and talking with pupils and staff. By the end of both Years 2 and 6, pupils attain the standards expected of the Locally Agreed Syllabus. Overall, all pupils, including those with special educational needs, and those for whom English is an additional language make satisfactory progress. These findings are similar to those found in the last inspection and indicate that progress since the last inspection has been satisfactory overall. Good progress has been made on the development of the scheme of work to support teachers' planning. The contribution made by religious education to pupils' spiritual development has also improved.
156. It is evident from talking with pupils that they develop a secure knowledge of groups of pupils from different religious groupings. Festivals and celebrations are recognised through assemblies and during lessons. Pupils are able to consider with sensitivity and tolerance the similarities and differences between the major world religions.
157. Pupils in Year 1 learn about Christianity and Judaism. They learn about the signs and symbols associated with Christianity by visiting their local church. This visit, carefully recorded through the use of photographs, ensures that pupils are able to discuss what they saw on their return to school. These teaching strategies ensure pupils learn effectively. In Year 2 pupils build on their knowledge and understanding of Christianity. They learn about the life of Jesus through their study of stories from the Bible. These stories are also used to support pupils' knowledge and understanding of moral and social issues, and develop their spirituality through the exploration of concepts such as forgiveness. By the end of Year 2, pupils know that Christians believe in a caring God and that Jesus is God's son.
158. In Years 3 to 6 pupils develop a knowledge and understanding of the distinctive features of religious traditions, and the central beliefs and values of individual religions. They study further the signs and symbols associated with different faiths. For example, in Year 3 pupils learn about the meaning of 'Icthus', the fish symbol associated with Christianity, and Year 5 pupils talk confidently about the importance of prayer mats to Muslims. By the end of Year 6, pupils have a secure knowledge and understanding of a range of world religions.
159. Pupils respond well in lessons. They listen carefully and confidently ask questions to clarify their understanding. They work purposefully, productively and demonstrate empathy for the subject. For example, pupils in Year 3 explore the emotions that would have been felt by Christians, as they avoided Roman soldiers and met illegally nearly 2000 years ago. Year 5 pupils demonstrate good levels of tolerance and respect in discussions about race and religion.
160. Teachers' planning is not consistent across the school despite the support of a well-structured scheme of work. In the most successful lessons planning is closely linked to the Locally Agreed Syllabus, objectives are clear and resources are used effectively. In addition, sufficient time is allocated to ensure that pupils have time to consider the

issues raised, activities are well matched to pupils' interest and ability levels and so fully support their learning. Pupils are assessed against the clear expectations of the Locally Agreed Syllabus, although the use made by teachers of these assessment procedures is inconsistent across the school.

161. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development. The subject co-ordinator is knowledgeable and provides good support for teachers. She has ensured that the scheme of work with suggested activities, and resources, has been organised in a way that fully supports teachers in their planning and organisation of lessons. She has also identified what needs to be done to improve provision for the subject further, including extending the use of visits to places of worship in addition to the local church, and improving procedures for monitoring the effectiveness of the provision in terms of the standards achieved by pupils.