INSPECTION REPORT

ST BARTHOLOMEW'S CE PRIMARY SCHOOL

Haslemere, Surrey

LEA area: Surrey

Unique reference number: 125242

Headteacher: Mrs C McCracken

Reporting inspector: Gillian Keevill
8183

Dates of inspection: 27th - 30th January 2003

Inspection number: 248681

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Derby Road Haslemere Surrey
Postcode:	GU27 1BP
Telephone number:	(01428) 643634
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Day
Date of previous inspection:	19th - 23rd January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8183	Gillian Keevill	Registered inspector	Physical education Music Education inclusion	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9569	Janet Leaning	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
13307	Ian Hancock	Team inspector	Foundation Stage Science Geography	How well is the school led and managed?
26232	Christopher Grove	Team inspector	English Information and communication technology French Special educational needs English as an additional language	
32021	Andrew McClean	Team inspector	Mathematics Art and design Design and technology History	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Bartholomew's CE (Aided) Primary School is situated in the small town of Haslemere, serving a mixed community of owner-occupied and local authority housing. It has 299 pupils on roll (150 boys and 149 girls); this is a bigger than average primary schools. Many classes contain two year groups of mixed ability pupils. Five per cent of pupils are eligible for a free school meal, which is below the national average. For about one per cent of pupils, English is not the mother tongue, which is a little lower than average; most of these pupils speak fluent English and only one pupil is identified as being at an early stage of learning English. Twelve per cent of pupils have special educational needs which is lower than average. The range includes specific (dyslexia) and moderate learning difficulties, emotional and behavioural needs, speech and communication difficulties and visual impairment. Five pupils have a statement of special educational needs, which is average. The large majority of pupils (84 per cent) are from white UK heritage groups, which is similar to the national picture. Three per cent are from mixed heritage families and one per cent is from Indian groups. The other groups are not known to the school as parents or pupils preferred not to give the information. Attainment on entry to the school is broadly average compared with the County analysis of baseline assessments. The school experienced some difficulty with the recruitment of teachers last year but now has a full complement of qualified staff.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features. Standards are high in many subjects, particularly in English, mathematics, science, information and communication technology and French. The school is led very effectively by the headteacher and the governors. Teaching is good and staff work hard to ensure pupils learn well. The curriculum covers a good range of subjects but some subjects are not planned well enough to ensure pupils make good progress. Standards in these subjects are average for pupils' ages but they could be higher. The school offers good value for money.

What the school does well

- The Christian values that the school promotes and the spiritual, moral, social and cultural development of pupils.
- Good leadership and management of the headteacher and governors.
- Pupils' attitudes to learning and relationships are very good and their behaviour is good.
- Standards of attainment are above average in English, mathematics, science, information and communication technology, and well above average in French.
- The quality of teaching in the school is good.
- The school's links with parents and the contribution parents make to the life of the school and to pupils' learning.
- Pupils are well cared for.
- Very good provision for extra-curricular activities.

What could be improved

- In art and design, design and technology, geography, history, information and communication technology, music and physical education, improvements are needed in planning and assessing pupils' work to ensure work is covered in sufficient depth and that pupils' achievements are high enough.
- Better use of target setting and marking of pupils' work to help them know how they can improve.
- The role of subject leaders in most subjects (except English and mathematics) in checking and accounting for pupils' standards of work.

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 January 1998. Progress since the last inspection has been satisfactory and the school has maintained many of the strengths identified at that time. Standards

remain high in many subjects and have improved in mathematics, reading and science. Standards are not as high as they were in art and design, design and technology and music. Links with parents have been strengthened. The quality of care for pupils has improved. New software has been introduced to aid the planning of the curriculum but further important developments are still needed in some subjects. The school has partially addressed the weaknesses identified in assessment practices in the last inspection but there is still more to be done. Similarly the role of the subject co-ordinator has improved, although further work is needed in most subjects.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	C	E
Mathematics	C	A	C	D
Science	B	A	C	D

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

In the 2002 national tests for Year 6, the pupils' performance was average in English, mathematics and science. Comparisons with similar schools are based upon the figures for free school meals. When compared with similar schools, the results were well below average in English and below average in mathematics and science. These results are much lower than in previous years due to staffing difficulties which affected the quality of teaching for this cohort. This has now been addressed and the present performance of Year 6 pupils is above average. For Year 2 pupils, the 2002 test results show well above average standards in reading, writing and science. In mathematics they were in the highest five per cent nationally for all schools. Compared with similar schools, standards were above average in reading and writing and well above average for mathematics. This high performance has been consistent for the last four years. Almost all pupils in the Foundation Stage make good progress and are on course to achieve the nationally expected standards by the end of the Reception Year. A good proportion is likely to exceed these standards.

On the basis of the work seen during the inspection, by Year 2 and Year 6, standards are above average in English, mathematics, science and information and communication technology. By Year 6, standards are well above average in French. They are average in all other subjects. Overall, pupils are making satisfactory progress. Given their capabilities, pupils with special educational needs and higher attaining pupils are making good progress. The school did not meet its targets for English and mathematics in 2002 for the reason mentioned above. The 2003 targets are more challenging and the present cohort is making good progress towards these targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are very good. They take a pride in their achievements and concentrate well.
Behaviour, in and out of classrooms	Behaviour in the school is good and sometimes it is very good. At break and lunchtime, pupils play together very well.
Personal development and relationships	Pupils' personal development is very good. Relationships in the school are very good; adults are good role models and know the children and

	their families well.
Attendance	The rate of attendance is above the national average and the unauthorised absence is in line with the national average.

Pupils' very good attitudes and relationships throughout the school help create a supportive and positive learning environment.

TEACHING AND LEARNING

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

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

The quality of teaching is good. It is best in English, mathematics, science, information and communication technology and French and accounts for high standards in these subjects. The basic skills of literacy and numeracy are taught effectively, pupils are encouraged to use the correct technical vocabulary in subjects and are provided with good opportunities to develop their speaking and listening skills. Many teachers use computer technology well in their teaching which enhances the quality of visual aids. Most teachers plan their lessons well and provide appropriate and demanding work for pupils of all abilities. A feature of the best lessons is the quality of questioning by teachers, which enables pupils to reflect and give thoughtful and extended answers. The teaching of pupils with special educational needs is good and they make good progress. Teachers are setting pupils targets for improvement and marking their work to help them improve, although this is not done consistently enough to aid all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage. Elsewhere a good range of subjects is taught but the curriculum is not planned well enough in some subjects to ensure they are covered in sufficient depth.
Provision for pupils with special educational needs	Good. The school has good procedures for the identification of children with special educational needs. Good support by teaching assistants enables pupils to make good progress.
Provision for pupils with English as an additional language	Good. The school ensures any necessary assessment of pupils in this category and that their needs are provided for in accordance with the advice of external agencies.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good and a strength of the school. Good provision for pupils' spiritual and very good provision for moral, social and cultural development.
How well the school cares for its pupils	The school provides very good care for its pupils within a firm, consistent atmosphere where all children are valued and respected and can feel happy and secure.

The school's links with parents are very good and they are a strength of the school. The school provides a good range of extra-curricular activities, has a very successful school choir and is fostering good international links with other schools.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management of the school are good overall. The leadership of the headteacher is very good and she is effectively supported by the senior management team. Progress has been made in developing the role of subject leaders but further improvements are needed.
How well the governors fulfil their responsibilities	They fulfil all their statutory responsibilities and help to foster good links in the community. The leadership and support given by the governing body have a positive impact on the work of the school.
The school's evaluation of its performance	The school analyses pupils' attainments well and uses this information to set new targets to further improve standards. The monitoring of teaching and learning by the headteacher and senior management team is not yet rigorous enough.
The strategic use of resources	Educational priorities are supported through a detailed strategic plan. The school makes good use of specific grants and additional funding provided for school improvement and for pupils with special educational needs.

The school has an adequate number of staff and resources to meet the requirements of the curriculum. Accommodation is satisfactory overall but there are a number of unsatisfactory aspects in the accommodation, particularly in the temporary classrooms and the limited access to outdoor play for pupils aged under five. Best value principles are applied effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• The school encourages parents to play an active part in its life. • It is a welcoming school. • The teachers are approachable and will listen. • The attitudes and values the school promotes are high. • The school will deal with issues. • Their children enjoy coming to school. • It is good at identifying and supporting pupils' individual needs. • The way concerns or suggestions are dealt with. • The information they receive from the school.	• Some concerns over the communication of the results of assessments. • A few concerns about mixed age classes and whether their child was challenged or supported enough in these classes. • Some parents said that their children were not heard reading after the reception class.

The inspection team agrees with all the positive points made by parents. Inspectors found that the school reports gave adequate information to parents about the results of assessments. The inspectors found that the provision for mixed age classes is not consistent and that some teachers provide better than others for the range of age and ability. They found the standards of reading in the school are high and the strategies for teaching reading successful.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment on entry to the school is broadly average compared with the County analysis of baseline assessments. Children, including those with special educational needs, are making good progress and almost all are on course to achieve the nationally expected standards by the end of the Reception Year. A good proportion is likely to exceed these standards so that when pupils enter Year 1 their attainment is above average in all areas of learning. The good provision for children under five has been maintained since the last inspection and induction arrangements have improved. Standards remain above average. The quality of teaching and learning in the reception class and for reception children in the mixed age class is good. This is not as high as at the last inspection when it was judged very good, but nonetheless a number of very good lessons were seen during the inspection.

2. In the 2002 national tests in reading and writing, and in the statutory teacher assessments in science, the results for Year 2 pupils were well above average for all schools and above average in reading and writing compared with schools in similar circumstances. In science they were well above average for similar schools. The results in mathematics were in the highest five per cent nationally for all schools and well above average for similar schools. These high results have been consistent over the last four years, although standards in reading dipped a little in 2002. Inspectors found that standards in reading continue to be above average in the present Year 2 and there is no indication that standards are falling. There was no significant difference in the performance of boys and girls.

3. In the 2002 national test results for Year 6 pupils, the performance was average in English, mathematics and science, but was below average compared with similar schools in mathematics and science and well below average in English. These results were much lower than in previous years when standards were well above average. Last year a number of Year 6 pupils did not make satisfactory progress. The school believes this was due to the quality of teaching not being as good as in previous years for Year 6. The school experienced recruitment difficulties and employed an overseas-trained teacher whose knowledge of the National Curriculum and its assessment was not secure and consequently affected the quality of teaching and learning in this year group. The school has addressed this issue and inspectors found that the quality of teaching and learning in Year 6, as in the rest of the school, to be good. Boys performed better than girls in the 2002 national tests. However, the inspectors found no significant differences in the attainment of boys and girls during the inspection.

4. In English, standards seen during the inspection reveal above average attainment in Year 2, pupils are overall making satisfactory progress and standards remain above average by Year 6. Higher attaining pupils and pupils with special educational needs make good progress. Pupils in Year 2 can speak confidently and express their feelings in front of the class, for example, when improvising a character in an Indian story. By Year 6, pupils can discuss a piece of writing and explain differing view points. Standards in reading are above average for Year 2 pupils, who read accurately and with confidence and good expression. They know how to find books on particular topics in the library. Year 6 pupils have maintained above average standards and continue to enjoy reading. They read with good expression and fluency and use non-fiction books effectively. Standards in writing are also above average in both Year 2 and Year 6. Handwriting is clearly legible and spelling is good for Year 2 pupils. They can structure stories with a clear beginning, middle and end. By Year 6, pupils can produce writing for a variety of purposes. Whilst standards overall are above average in writing, higher attaining pupils are not writing as extensively as they could and lower attaining pupils are not always setting out and completing their work properly.

5. In mathematics, standards are above average in both Year 2 and Year 6. By Year 2, pupils have a good understanding of numbers up to a hundred and use the correct mathematical vocabulary.

They understand that subtraction is the opposite of addition and can use this knowledge to solve mathematical problems. They can name common two- and three- dimensional shapes and use graphs to present information. Pupils' progress is satisfactory so that by Year 6, standards remain above average. Pupils with special educational needs make good progress. By Year 6, pupils demonstrate a good understanding of place value up to a thousand and can use the four operations of addition, subtraction, multiplication and division confidently. They can multiply decimal numbers, and higher attaining pupils can multiply three and four digit numbers using a variety of methods. Most pupils can calculate percentages and apply them in real life situations. They have developed strategies for solving mathematical problems and can explain them.

6. Standards of pupils' work in science are above average in both Year 2 and Year 6. By Year 2, pupils have a good knowledge of life processes and living things, for example, the life cycle of plants and the differences between plants and animals. They understand physical processes such as the effects of forces on objects, and in investigative work they know the importance of carrying out a fair test. Pupils, including those with special educational needs, make satisfactory progress so that by Year 6 standards remain above average. They have extended and deepened their scientific knowledge. They can plan, predict and carry out their own investigations, for example, to test the electrical resistance of different metals.

7. By Year 2 and Year 6, standards of work are in line with the national expectations and pupils of all abilities make satisfactory progress in art and design, design and technology, geography, history, music and physical education. Standards are above average in information and communication technology and well above average in French. Higher attaining pupils and pupils with special educational needs make good and very good progress respectively in these subjects.

8. The school has a small number of pupils who are learning English as an additional language. Most of them can speak English effectively, but may on occasions experience difficulties in understanding idiomatic uses of English. Only one child is identified as being at an early stage of learning English, and this pupil has developed basic oral communicative skills. Pupils who speak English as an additional language make progress that is similar to other pupils throughout the school and attain standards that are similar to their monolingual peers.

9. Whilst standards are in line with those expected nationally, they could be higher in most foundation subjects. There are two main reasons why they are not as high as they might be. Firstly, the school curriculum plans do not ensure that all aspects have been covered as pupils progress through the school, and in some subjects insufficient account is taken of the school's structure, where there are many mixed age classes. This means that there is the possibility that some pupils have repeated work at the expense of not covering other aspects. Secondly, assessment procedures are not sufficiently developed in these subjects. This means that the teachers have not identified securely enough how pupils are achieving and what they need to do to achieve more.

10. In 2002, the school missed its targets for English and mathematics for the reasons already given. The targets set for 2003 present more challenge and the present Year 6 pupils are making sound progress towards them.

Pupils' attitudes, values and personal development

11. Throughout the school, pupils' attitudes, values and relationships are very good indeed. They follow the very positive mission statement and are a strength of the school. Pupils are encouraged to have thoughtful and positive attitudes and they do. The aims are clear and appropriate and they provide for high expectations in both work and behaviour, with the emphasis on self-esteem and positive relationships. The school is a very happy place where children's individual progress and development are recognised and valued. Pupils enjoy school, work hard, take a pride in their achievements and concentrate well. They are keen to learn and to answer questions in lessons and assemblies. They are polite, courteous, kind and respectful to each other and to the adults and this makes a significant contribution to their progress.

12. Children in the reception classes work together in a friendly and supportive manner and are sensitive to the needs of others. They are well behaved and sustain concentration well. Their personal, social and emotional development is good.
13. At break and lunchtime, pupils play together very well and no one is left out. Pupils co-operate and organise themselves well. In the dining hall there is a very sociable atmosphere, with good all-round supervision by adults. There are playground and classroom rules and pupils understand and obey them very well. Pupils know right from wrong. In conversation, they told an inspector that without rules *'you might get hurt because you would all be running about'* and *'you wouldn't learn anything because it would be noisy.'*

14. Behaviour in the school is good and sometimes it is very good; expectations are high and, overall, pupils respond very well. Where teaching is challenging, pupils settle quickly to work, listen carefully and concentrate well on their tasks and learn well. Occasional lapses from these high standards occur when teaching is less stimulating. Rewards and sanctions are fairly and consistently applied, parents are involved at an early stage and this supports the good behaviour. No bullying, racism or sexism was seen during the inspection and pupils know that it is unacceptable and what to do if it occurs; they do not think that it is a problem. They told the inspectors, '*It is not allowed!'* There have been no exclusions.

15. Pupils' personal development is very good and this relates to the good provision for spiritual and the very good provision for moral, social and cultural development. Relationships in the school are very good; adults are good role models and know the children and their families well. Pupils have well-developed social skills and think carefully about their own learning. They take responsibilities well, for example, taking registers, putting out equipment and helping in the playground. They work together well as a team, as shown in the school's house system and the well-run and effective school council. Pupils show concern for those less fortunate, locally, nationally and internationally where they have raised substantial funds. They have raised funds for a school in India and are involved in other international initiatives. There is a high level of understanding, respect and tolerance of different cultures and beliefs. Pupils are developing their skills as independent learners and are very keen to take on responsibilities. In a Year 1 class, pupils went off to a different classroom to find things to 'move'; they did this independently and in a very mature way.

16. Pupils in a Year 5 'circle time' were discussing how they have been good citizens and felt that they had been friends to people, especially to one boy whose father is very ill and to their teacher after a bereavement. They understand the importance of working hard, working together, helping and being kind to others and this makes a positive contribution to their progress.

17. The rate of attendance is above the national average and the unauthorised absence is in line with the national average. Pupils arrive punctually to school and to lessons.

18. These very good standards ensure positive opportunities for pupils to achieve their best. Standards have been maintained from the previous inspection, when attitudes were also very good and behaviour was also good.

HOW WELL ARE PUPILS TAUGHT?

19. The good quality of teaching identified at the time of the last inspection has been maintained and accounts for the overall high standards of attainment in the school. It is more effective in the core subjects of English, mathematics and science and in information and communication technology and accounts for high standards in these subjects. Teaching is very good in French and standards are well above average as a result. It is satisfactory in history, geography, art and design and music, which partly accounts for standards not being as high in these subjects. The inspectors were not able to see very much teaching in design and technology as it is time-tabled to take place at other times in the year and were not therefore able to make an overall judgement in this subject. Although teaching in physical education was good in most lessons seen, attainment is average as there are gaps in what pupils should have learned by Year 6.

20. Throughout the school, teaching is satisfactory or better in all but one lesson; it was good or better in seven out of ten lessons, was very good or better in a third of lessons and was excellent in one lesson. Teaching is best in Year 3 where all lessons were good or better. It was also particularly strong in Reception and in Years 1 and 6, where nearly all lessons were good or better.

21. Strategies for the teaching and learning of both literacy and numeracy are good and the basic skills are taught effectively. English and mathematics lessons are well planned and teachers are making good use of the National Strategies for Literacy and Numeracy. In most subjects, pupils are encouraged to use the correct technical vocabulary, for example, in science when giving explanations. Pupils are provided with good opportunities to develop their speaking and listening skills in many lessons, for example, giving a detailed explanation for results to a mathematics investigation in a Year 6 class, helping a partner to improve their performance in a gymnastics lesson and in many English lessons through drama and role play.

22. Many teachers use information and communication technology well in their teaching. Examples of this were seen in an English lesson in Year 3, where pupils wrote instructions for a task, and in a Year 6 mathematics lesson where it was used to identify key words. Some teachers make good use of information and communication technology to facilitate their teaching, for example, to prepare good quality resources, as in a physical education lesson where the teacher had produced 'coaching cards' for pupils to help and support each other in their performance. One teacher used a multi-media projector to good effect in his lessons; this enhanced the quality of visual aids and was particularly effective in a science lesson where an electronic microscope used through the projector enabled all pupils to have firsthand experience of looking at the structure of plants. This stimulated high quality observation and discussion. Another teacher used computer projection to display the clock and to count the seconds in a minute in a mathematics lesson.

23. Where lessons are good or better, teachers have planned their lessons well. They make it clear what pupils should learn and provide appropriate and demanding work for pupils of all abilities. This was shown well in a Years 1 and 2 and a Years 2 and 3 mathematics lesson where the teachers had planned different activities for pupils to understand the relationship between addition and subtraction. As a result, the quality of learning in these lessons was very good and all pupils grasped a secure understanding of the concepts. Teaching is less effective in a significant minority of lessons where teachers have not planned well enough to meet the needs of all pupils in the class. For example, in some lessons, higher attaining pupils are not challenged, as in some science lessons in Years 2 and 3 and in Year 3 and 4, where little attention had been given to the range of ability and age in the classes. Good support from the teaching assistants helped lower attaining pupils to learn but other pupils became distracted and lost concentration. Occasionally, lessons are not planned to assist lower attaining pupils, as in a Year 5 mathematics lesson, where lower attaining pupils struggled with the concept of fractions.

24. A feature of the best lessons is the quality of questioning by teachers which enables pupils to reflect and give thoughtful and extended answers. This was shown particularly well in a Year 3 science lesson where the teacher asked probing questions to predict what would happen to a plant deprived of light. Pupils could describe accurately what would happen and knew that without light a plant would eventually die. When a pupil explained that 'a few of the leaves would droop' he then probed further with questions like 'what do you mean by a few?', 'why would they droop?' so that pupils had to think carefully and precisely in their answers, and finally state 'because the plant needs light for growth'. Because these pupils are encouraged and questioned in this way, they question and check for themselves. They questioned the teacher to check that the plant deprived of light had still been watered, informing him that it will not be a fair test if it has not.

25. Most teachers manage pupils' behaviour well and provide an interesting range of learning activities for them. However, teaching is less effective in the foundation subjects of history, geography, art and design and music. This is because these lessons are generally less well planned.

26. The teaching of pupils with special educational needs is good in most lessons. The teaching assistants in the school are making an effective contribution to the progress of children with special educational needs. Some teachers provide good direct support for these pupils. For

instance, in a mathematics lesson, the teacher provided very well for them through numeracy activities which supported the objectives set out in their individual education plans. There were, however, instances of a child with a statement of special educational needs whose behaviour during lessons was allowed to disrupt the work of the class and in a physical education lesson posed some danger to himself. Targeted higher attaining pupils also have personal education plans which many teachers are beginning to use to provide suitable learning experiences for them. However these practices are not consistent and a few teachers are not planning well to meet the range of ability in classes.

27. Teachers are setting pupils targets for improvement and where these are well used pupils have been given clear guidance on what they need to do to improve. This practice is a very positive development but is not yet used consistently enough to aid all pupils. Some teachers are not writing sufficiently demanding targets or making it clear what progress pupils are making and when their targets will be reviewed. Similarly, the quality of teachers' marking is not consistent. Pupils' work is marked conscientiously but marking tends to focus on presentation and less on giving advice and saying how the work could be improved.

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

28. There have been some improvements to the curriculum since the last inspection, notably in English and mathematics, where the effective introduction of both the literacy and numeracy strategies has ensured all pupils receive a balanced curriculum for both subjects, showing good continuity and progress throughout the school. The curriculum for children in Reception is securely based on national guidance. Children receive a wide range of stimulating activities designed to encourage personal progress and to prepare them for the National Curriculum. The curriculum for pupils in Years 1 to 6 meets statutory requirements. There is a strong emphasis upon the teaching of English and mathematics, with the skills of literacy and numeracy being evident in many subjects, such as the effective use of timelines in pupils' history lessons on the Tudors.

29. The curriculum plans for other subjects set out what aspects are to be learned in the current year. The school makes good use of national guidance and suggested schemes of work and is beginning to make effective use of computer software to assist curriculum planning. However, most do not show clearly enough how the curriculum is to be progressed in subsequent years. This detracts from the overall effectiveness of the school's curriculum plans in enabling pupils to make the progress of which they are capable. Standards, whilst in line with the national expectations, are not as high as they could be in most foundation subjects, with the exception of information and communication technology and French.

30. Work is creatively linked to such events as Book Week to enhance cross-curricular links and the school has well advanced plans for a French Week. Information and communication technology is used very effectively to support both teaching and learning. As at the last inspection, the number of opportunities for pupils to develop independent research skills and writing now need to be seen in daily practice.

31. The school has a very strong commitment to educational inclusion, as shown in its policies for special educational needs and equal opportunities, and provides full access to all aspects of the curriculum for all pupils, including those with special educational needs and those for whom English is an additional language. Teaching assistants provide good quality support for pupils. They are clear and confident about their role because they regularly briefed about the school's expectations by the co-ordinator for special educational needs. Communication between class teachers and teaching assistants is effectively conducted by means of record books in which both parties make entries. Class teachers also provide copies of their lesson plans for teaching assistants, which show how the assistants are to work with their pupils with special educational needs. By these means, the school enables teaching assistants to fulfil their roles effectively. The school makes effective use of national literacy and numeracy structured programmes to aid

those pupils identified as needing extra assistance. The school maintains good links with outside agencies, for example, the school psychological service and the language and learning support team.

32. The co-ordinator and class teacher monitor the needs of any children learning English as an additional language to ensure that their needs are provided for in accordance with the advice of external agencies. The needs of these pupils are effectively recognised in the school's policy document.

33. The school works hard to raise standards and provides challenge for the higher attaining pupils. Some effective use is made of published schemes in mathematics, particularly to extend the more able pupils. Personal action plans are in place for more able pupils, which teachers use to plan more challenging work, although this is not yet done consistently by all teachers. In some lessons higher attaining pupils are not challenged. The headteacher monitors the progress of a gifted pupil and consults with parents and other agencies to make appropriate provision.

34. The range of extra-curricular clubs, visits and visitors to the school is very good and enhances pupils' learning opportunities. Clubs include football, netball, rugby, cricket and dance, mainly for older pupils. Other clubs include yoga, country dance, drama and recorders for younger pupils. An active school choir participates in local events and in regular whole school drama productions and has links with other local schools. The international dimension of the school is evident in links with France, the USA and India. A wealth of activities involving pupils in local and national charities is very good evidence of the school's mission statement being lived on a daily basis. Residential trips to Cowes and Chichester are regular features of school life for older pupils, with financial support from the Church enabling all pupils who wish to participate to do so. Good use is made of a local museum and trips within the local environment enhance pupils' learning opportunities.

35. The school has good links with the local community; talks on drug education involve the community police officer as well as a local drama group. Representatives from the school council visited the local fire station. Regular liaison meetings are held with the secondary school to which the majority of pupils transfer after Year 6, through taster sessions for Year 5 and 6 pupils, as well as meetings between staff of both schools. Links with other local schools are good.

36. Personal, social and health education and citizenship are taught across the school, in lessons and in assemblies. The policy is comprehensive and gives good guidance. Both drugs and sex education are delivered adequately through the science and personal, social and health education programmes and, for example, the school nurse and the community policeman, are invited into school to support this provision.

37. Pupils' good behaviour and very positive attitudes to their work are founded on the school's good provision for pupils' spiritual, and very good provision for moral, social and cultural development. It is a strength of the school and is similar to the findings of the previous inspection. This is a very strong aspect of the school's provision and similar to the provision at the time of the last inspection.

38. Pupils' spiritual development is enhanced in religious education, where other religions of the world are studied in depth. The strong Christian ethos permeates the whole school. In good assemblies, pupils are attentive and involved and there was time to reflect on music on 'holocaust day'. In a church assembly, pupils were asked to reflect on how a boy moving to a new school might feel. The choir provided a good opportunity for pupils to listen to the music. Personal, social and health education has very good spiritual awareness built into it.

39. The very good provision for pupils' moral development is founded on the very high expectations that staff have of them. All staff are good role models for the children and are consistent in the way that they show respect for both pupils and other adults. This ensures that pupils also show respect for others. The school has a very positive approach to the management of behaviour and this and the good rewards system help the pupils to develop an appropriate idea of what is right and wrong. When asked about 'no rules' one boy replied, *'you'd still have to do as you are told',* suggesting that the need for rules is understood and not just obeyed. They are appreciative of the

stickers, house points and merit marks and enjoy 'Golden Time' when they can choose their activity. There is also a celebration assembly, when good work and other efforts are recognised, and this gives good encouragement for them to do their best. There are playground and classroom rules and pupils understand and obey them very well. On this large open site, there is good provision for games and other activities, and playtime is a good opportunity for lively play. The caretaker is a play leader, there is good supervision by adults and the 'peace' monitors look out for any child who is upset or has problems and report to an adult. 'Sanctuary' provides an opportunity for pupils to take time out to think about their behaviour. They also complete a form about this, which gives an insight into how fairly they think they are treated. Moral issues are taught very well and pupils behave well in and around the school.

40. The provision for pupils' social development is very good and parents agree that the school helps their children to become mature and responsible. The school is a caring community in which everyone is respected and supported very well. The school council involves all pupils in the decision making process within the school and there is also a house system which encourages fair competition. There are a range of visits and visitors, including a residential visit for pupils in Years 4 and 6. Pupils are made aware of the needs of others and the school supports national and international charities and has a strong international focus, which provides a different dimension in this mainly white school. Pupils go into the community; for example, harvest gifts are given to homeless people.

41. Provision for the pupils' cultural development is very good. The school makes very good efforts to ensure that pupils understand the multicultural nature of society in Britain and throughout the world. In religious education, they develop respect for diverse faiths and cultures, which helps their understanding of the wide range of activities in different cultures. Pupils have learnt about periods in British history and about Christian and other festivals such as Diwali. The school had a very successful celebration of Diwali and Indian culture last term. They have access to other countries' art and music; for example, in a Year 1 and 2 class, pupils were studying the Dutch artist, Mondrian. Pupils in Year 6 study the French language. There are also some very good links with a school in India. There are many displays of multicultural information around the school, including traditional costumes from other cultures, a postcard from a contact in Ethiopia, a quiz about Europe and class prayer books. A French week to support pupils' learning about its culture is planned for later in the term to include a drama club presentation in French, a local restaurateur bringing French food for pupils to taste, a multi-media presentation on the regions of France and e-mail contacts with a twin school in Bernay.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides very good care for its pupils within a firm, consistent atmosphere where all children are valued and respected and can feel happy and secure. The mission statement is at the heart of the school's ethos. The staff know children and their families well. The school has maintained the caring, supportive environment identified in the previous inspection. The very good standards of personal care have a very positive effect on pupils' attainment. The assessment of pupils' work and its use in teaching and learning were key areas identified for improvement in the last inspection report. Since that time, the school has revised its marking policy and has introduced policies for assessment, recording and reporting and for target-setting. Procedures are better than they were at the last inspection but there are still a number of areas that need to be further developed. For example, better use of teachers' assessments to guide teaching plans, more consistency in marking and further developments in target setting. Whilst assessment procedures in English, mathematics and science are satisfactory, procedures in many other subjects are only recently introduced and have not yet had time to have an impact on raising standards.

43. The child protection policy is very good; it has clear guidelines and good examples of what to look out for. It follows the local education authority guidelines. The headteacher is the named person and liaises with the area child protection committee. Staff, including newly qualified teachers, are aware of the procedures.

59. The school prospectus gives parents a clear idea of the school's expectations and the governors' annual report brings parents up to date on the school's activities. These documents are good and meet statutory requirements. Parents who are governors are well informed and have a good understanding of their role, they support the work of the school well. Parents see teachers formally at two parents' meetings each year. However, the school operates an open door policy and parents are confident that they will always be welcome.

60. Good induction procedures enable children aged under five to have a smooth start to their education. These include visits to the playgroups, meetings and visits and new parents can stay until their child has settled. The transition to secondary school is managed well. Pupils visit for taster days and records are passed on. There are regular newsletters and good displays of information on the notice board in the entrance hall. Nearly all parents agree that teachers set appropriate levels of homework and they support their children well at home to ensure that these tasks are completed on time.

61.

by the headteacher and senior management team is carried out systematically and meets the requirements of statutory performance management, it has not been sufficiently effective in some important areas. For example, in ensuring consistency in teachers' marking, in identifying that some teachers do not provide sufficiently for the range of ability in their classes and that teaching and learning are less effective in some foundation subject lessons. The role of subject co-ordinators has improved since the last inspection, when it was reported to be ineffective. They are now involved with the whole staff in preparing policies and schemes of work and have insight into teachers' plans to monitor subject provision across the school. However, many are new in post and they only have the opportunity to monitor and evaluate pupils' progress and attainment in learning when their subject is a focus area. This limits their management role and effectiveness in raising standards.

68. The governors and headteacher have appropriately identified the school's priorities in the detailed school development plan. The plan contains appropriate success criteria and review dates to judge its effectiveness. Information arising from the analysis of data and from evaluation by co-ordinators is brought together in the school development plan. The school analyses national test results in English and mathematics and uses this information to set new targets to further improve standards. Some very good quality work is evident, for example, in the analysis of the 2002 English national tests data by the co-ordinator, which is providing the school with relevant information for action to improve standards in the subject. The school also makes use of attainment data provided by the local education authority to good effect. The school's practice in setting whole-school subject targets is satisfactory.

69. The governors are very committed to the school and provide good support to the headteacher and staff. Many governors, including the chair of governors, visit regularly. All governors are well informed and have a clear understanding of the strengths and weaknesses of the school. The governing body has good strategies for evaluating the school's effectiveness, such as monitoring the school's National Curriculum test results. The governors fulfill all their statutory responsibilities and help to foster good links in the community. The leadership and support given by the governing body have a positive impact on the work of the school.

70. The governors meet their statutory responsibility to appoint a special educational needs governor who reports back regularly. The governor has half-termly contact with the special educational needs co-ordinator in order to discharge the responsibility properly. The quality of the management provided by the co-ordinator is good. Teaching assistants feel very well supported in their role by the co-ordinator and the headteacher, who hold termly meetings with them to review the impact of their work. Teaching assistants are encouraged to improve their knowledge and qualifications for the role and some have done so, which enhances their effectiveness.

71. Financial planning is good and the expertise and support given by an experienced chair of finance are put to good use. Educational priorities are supported through a detailed strategic plan, which results in significant improvements in the quality of education such as information and communication technology, by the purchase of new computers. The governing body is actively involved in setting the school's annual budget and decisions are based on good knowledge of the needs of the school. The school makes good use of specific grants and additional funding provided for school improvement and pupils with special educational needs. The Friends' Association works hard to provide valuable extra funds which are well used, such as for the improved outdoor learning environment. The administration officer is very efficient and uses new technology well for financial control and school administrative work. The governors and headteacher effectively apply best value principles. Standards in English and mathematics are carefully analysed and targets set. Parents are consulted and their views valued. Governors successfully attempt to achieve best value on expenditure by taking appropriate advice regarding contractors and suppliers. The school provides good value for money.

72. The availability and deployment of staff are satisfactory to meet the demands of the curriculum. There is a sufficient number of qualified staff who are committed and enthusiastic and who have a range of expertise. Although fully staffed at present, the school has had difficulty recruiting staff. Last year the governors had to employ an overseas-trained teacher which they believe had a

- further developing the use of the procedures for assessing and tracking pupils' progress in art and design, design and technology, geography, hiitory, information and communication technology, music and physical education;

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weeks, he has enthused staff and developed their confidence in the subject to beneficial effect over a longer period of time. The effect is that more teaching staff are employing ICT in support of other areas of the curriculum. The co-ordinator has a good understanding of his role, but not all aspects have yet been implemented. However, the subject policy clearly focuses on standards and provides firm guidelines for the co-ordinator both to monitor pupils' work and to review teaching. But issues of assessment receive limited attention in the policy, and this aspect needs further development. The school also has an Internet access policy for the protection of pupils from undesirable material. The policy is well designed and is robust, and thus is fulfilling its purpose. Not all of the computers in the suite are in good enough condition, and therefore some are frequently out of action, making the teaching of larger classes more difficult. As soon as the school's resources allow, the suite should be equipped with machines to a single standard, and the addition of a server would allow teachers to load material for pupils' use much more efficiently. Some classrooms have been equipped with interactive whiteboard technology, and where this is the case, very good use is being made of these new facilities.

MODERN FOREIGN LANGUAGES

135. Although French was taught at the school at the time of the last inspection in Years 4, 5 and 6, it was not reported on. Since then, it has been reduced to the two Year 6 classes for thirty minutes per week, with a focus on the development of listening and speaking skills. The subject is taught by a teacher at the school, who is a native speaker and also the co-ordinator.

136. Year 6 pupils are attaining very good standards after beginning to learn French for little more than one term. They show very good understanding in responding to simple questions from the teacher, and often know a variety of possible answers from which they select flexibly. Pupils' accents and intonation in French are very good in most cases, and even those who find these skills demanding can make themselves understood satisfactorily. Pupils are learning very well in the course of lessons. For example, in one lesson they learnt to name in French some simple items of food and drink, and then went on to apply their new knowledge in the new situation of a café scene in which they ordered items from a waiter. Pupils listen intently to their teacher and to one another, which considerably aids the quality of their learning. They respond very well, both when they work as a class with their teacher and equally well when they practise dialogues in French in groups. They also know the sort of songs which are sung by young French children, and show great enjoyment in acting these out in the same way that infant children would. Their very good levels of attainment result from the very good quality of the teaching which they are receiving, and the high levels of interest and endeavour by the pupils themselves.

137. The quality of teaching is very good. As a native speaker, the teacher evidently has appropriate subject knowledge, but in addition he demonstrates very good skills for the teaching of French. Planning is very good. A variety of approaches is adopted to introduce, practise and consolidate new learning, which captures and maintains pupils' interest. The teacher also provides very good opportunities for pupils to show their new learning in a new context. The teacher's high expectations that pupils can reach good levels of attainment are an important factor in the high standards observed, and his very good management skills help pupils to achieve these in practice. At this early stage in foreign language learning, pupils with special educational needs also are making good progress. The teacher monitors closely the response of his pupils and sensitively adapts the pace of the lesson according to their progress and needs.

138. The leadership and management of the co-ordinator are very good. The style of leadership is providing a clear direction for the development of the subject. The policy for French is well formulated, and its aims are well focused on the early stages of learning a foreign language. It provides appropriate priorities for the development of the subject, including an emphasis on the development of positive attitudes. One of the school's priorities is the opportunity for pupils to develop an international perspective, and French language teaching is seen as an element in achieving this aim. Learning resources to support the subject are adequate for teaching purposes, but additional materials, including the use of new technology, would allow a greater variety of approach. The school has a weekly Club Francais, open to younger juniors as well as Year 6 pupils.

MUSIC

139. Standards in music are in line with those expected for their ages by the time pupils reach Year 2 and Year 6. Standards are not as high as at the time of the last inspection, when they were judged to be above average. This is because the range of work covered by pupils is not as extensive as at the last inspection. Standards remain high in singing and the quality of performance by pupils in the school choir is still of a high standard.

140. By Year 2, pupils can sing clearly, confidently and tunefully. They can pick up a tune quickly when learning a new song and perform enthusiastically with an appropriate attention to the phrases in the song. In songs where they clap, they display a good sense of rhythm. When they sing in large groups, for example, in hymn practice, the clarity and enthusiasm are not as good as when they sing in class or in smaller groups. Pupils play percussion instruments confidently and know that they can be used in different ways to produce different sounds. They enjoy making sounds with percussion instruments and are beginning to use these sounds to compose simple pieces of music. This is at an early stage of development and does not yet show that they understand musical patterns or the need for a clear beginning, middle and end. Only one lesson was seen in the junior part of the school in Year 6. There was also an opportunity to hear pieces of music composed by previous Year 6 pupils which showed a clear understanding of phrasing when composing with electronic instruments and voices. In the Year 6 lesson, pupils sang in unison, with clear diction and phrasing. They sing very confidently in small groups but the expression in their singing was more variable, and overall, musical elements such as the dynamics and tempo were not as well developed. Their understanding of phrasing was very secure, which enabled them to write good lyrics to well known tunes.

141. The quality of teaching and learning in music is satisfactory overall, with some good features. The majority of lessons are taught by a music instructor, who is called the director of music. In the best lessons the instructor has good strategies to help pupils express ideas and feelings in sound. In a Year 1 lesson, the instructor had an interesting range of pictures and patterned scarves to stimulate and help pupils to make links between colours, feelings and sounds. Although they found this difficult, by the end of the lesson they could make links between colours, actions and sounds. Pupils are learning best in the lessons where the class teacher accompanies pupils to the lesson and works in partnership with the instructor to enhance the specialist musical knowledge. In a Years 2 and 3 lesson, the class teacher and teaching assistant circulated to help pupils link sounds to characters and parts of a fairy story in what would otherwise be a very challenging task for the age of the pupils. This was particularly helpful in enabling lower attaining pupils to make progress. Pupils with special educational needs are making sound progress in music lessons. In a Year 1 lesson, the class teacher probed and asked further questions of the pupils to check their knowledge, for example, who wrote the 'Water Music'; one pupil replies 'Handel'. Good links are made with science and technology where pupils have made musical instruments. Learning is not as well planned as it could be. The class teachers provide lesson plans for the instructor but the outlines are sketchy and learning objectives are too broad. As a result, in many lessons there is insufficient attention to the requirements of the National Curriculum for music. In most lessons there are missed opportunities for pupils to appraise their own and others' performance. There are limited opportunities for teachers to observe their class and assess pupils' progress.

142. Whilst the director of music works extremely hard to enhance the music provision in the school which she does very successfully, it is not her role to co-ordinate music or to be responsible for the curriculum. There is no co-ordinator for music and, as a result, the curriculum is not well planned and there is no recording or evaluating of pupils' achievements in music other than in the annual reports. Neither is there sufficient checking on teaching and learning in music. Overall, therefore, the leadership and management of music in the school are unsatisfactory and the school has not maintained the strengths in subject co-ordination identified at the time of the last inspection. Pupils achieve satisfactory standards due to sound teaching and a high profile for music in the school through a very successful school choir and opportunities to take part in school drama and music productions. The school has just started a recorder club for younger pupils.

The first session was well attended, with very enthusiastic pupils. This will do much to enhance extra-curricular opportunities for instrumental work which are otherwise limited to the summer term when pupils have the opportunity to play in a school orchestral group. Pupils' standards and progress are not as high as they could be as the curriculum is not planned well enough to ensure pupils progress their knowledge, understanding and skills as they move through the school and that all aspects of the National Curriculum are addressed. In particular, the curriculum does not show how the needs of pupils in mixed age classes are to be met and, as a result, similar work is taught to pupils of differing ages. For example, the same lesson was taught to a Years 1 and 2 class as to a Years 2 and 3 class. The school has adequate resources for music and benefits from a specialist space for performing arts in a temporary classroom, although this room can be cold.

PHYSICAL EDUCATION (PE)

143. Standards in PE are in line with those expected for their ages by the time pupils reach Year 6 and pupils of all abilities make satisfactory progress. Standards are similar to those found at the time of the last inspection. Only one lesson was observed in the infant part of the school in a Year 1 class. It is not possible, therefore, to give a judgement on standards by Year 2. However, the standards seen in the Year 1 class were above average and if their good progress is maintained, standards will be above average by Year 2 in the year 2004. It was not possible to observe all the elements of the subject, particularly athletics and outdoor and adventurous activities, as these are programmed to take place at other times in the year or swimming which is time-tabled outside the period of the inspection.

144. By Year 6, pupils can observe a partner's performance in gymnastics and make suggestions on how to improve that performance. They are able to devise a sequence of gymnastic movements and perform confidently. The quality of their performance is broadly average for their age but could be higher if they were able to link movements more fluently and use a greater contrast in speed and direction of movement. Their ability to lift and carry apparatus is not as well developed as it should be for their age. Pupils in Year 1 are on track to attain above average standards by the time they reach the end of Year 2. In games they throw and catch with a good degree of accuracy. Their understanding of concepts such as marking and defending is above average, as is their practical ability to defend a target.

145. Teaching and learning are good overall. All lessons are well planned and give appropriate attention to health and safety; as a consequence pupils know the purpose and importance of warming up for PE lessons. Some but not all lessons gave appropriate attention to cooling down. Where teaching and learning are good, teachers use good problem-solving approaches, as in the teaching of Year 1 games, where pupils were asked to find ways to make it harder to get a bean bag into a target. This led to a good level of discussion and practise and enabled these young children to develop a good understanding of defending game tactics. Pupils' games skills were also well developed in a Year 3 games lesson where the teacher's good subject knowledge enabled her to explain and demonstrate under and over-arm throwing techniques clearly. The teaching of games is giving appropriate attention to using skills in game-like practices so that pupils are also learning about tactics and strategies, as in the Year 3 lesson where a simple 'rounders' type game played in pairs enabled pupils to understand the need to use space effectively to get the other player 'out'. Another feature of the best lessons is where the teacher makes it very clear to pupils what they are required to have achieved by the end of the lesson. This was shown well in the Year 6 gymnastics lesson where the teacher made it very clear that the gymnastic sequence should include three different jumps. The provision of coaching cards for the pupils observing helped remind them what they should be trying to achieve in their sequence. Where teaching is not so effective, a common feature is that teachers do not provide pupils with enough opportunities to evaluate their own and others' performances and identify how they can improve. Pupils maintain a good level of physical activity and concentration in all lessons, which helps them to learn and improve.

146. The subject co-ordinator has been in post since September and has made a good start in checking teachers' PE teaching plans. However, the usefulness of this activity is somewhat

inhibited by the lack of an appropriate scheme of work for PE. The present scheme of work does not give clear enough guidance to teachers nor does it address progression or what pupils in mixed age classes should be covering. A system of recording pupils' attainment has recently been introduced but most teachers do not take enough account of pupils' previous attainment and the procedures are too recent to have had much impact on improving this. There are not yet any procedures in place to monitor and evaluate standards and progress in the subject systematically. Consequently, standards are not as high as they could be by Year 6. Resources for the subject are satisfactory and well organised so that teachers and pupils have easy access to them. There is a good range of extra-curricular activities in PE that contribute well to pupils' overall achievements in the subject.

RELIGIOUS EDUCATION

147. This will be covered by a section 23 inspection.