

INSPECTION REPORT

Nyewood C of E (Aided) Infant School

Bognor Regis

LEA area: West Sussex

Unique reference number: 126052

Headteacher: Garry Smart

Reporting inspector: Keith Homewood
21627

Dates of inspection: 31 March – 2 April 2003.

Inspection number: 248738

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
School category:	Voluntary Aided
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Brent Road Bognor Regis West Sussex
Postcode:	PO21 5NW
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Chambers
Date of previous inspection:	January 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21627	Keith Homewood	Registered inspector	Music Physical education	What sort of school is it? How high are standards? How well are pupils taught? Assessment procedures. How well is the school led and managed? What should the school do to improve further?
10049	Mike McCarthy	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
11901	Pat Lowe	Team inspector	Special Educational Needs Foundation Stage English Geography	How good are curricular and other opportunities offered to pupils?
29378	Kenneth Watson	Team inspector	Educational Inclusion Science Art and design History	Pupils' attitudes, values and personal development
31742	Janet Marsden	Team inspector	Mathematics Information and communication technology Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nyewood Church of England Aided Infant School is situated in the Pevensy district of Bognor Regis. It is smaller than other primary school nationally. There are 195 pupils on roll, 106 boys and 89 girls aged four to seven, arranged in seven mixed ability classes. The majority of pupils attend from outside the immediate catchment area and join the school aged four. Six per cent of pupils are eligible for free school meals, which is below the national average. Ten per cent of pupils are from ethnic minority groups. Attainment on entry is below average. Thirty-two per cent of pupils have special educational needs, which is above the national average. Support is mainly for speech, communication or moderate learning difficulties. Less than one per cent of pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school with some very good and excellent features. At the time of the last inspection the school had serious weaknesses. Since that time the school has made very good progress and improved significantly. Attainment on entry is below national averages yet by the time they are five, children are on target to achieve all the early learning goals. As pupils get older they make good progress and their achievement is good. Pupils' attitudes to school are very good. Teaching is a strength, being mostly good or very good. The school's links with other schools and institutions is excellent. The leadership and management by the headteacher is very good. He is supported well by an effective senior management team. The school's evaluation of all it does is very good and this ensures that priorities for development are effectively achieved. The school provides at least good value for money but this is rapidly becoming very good.

What the school does well

- The school cares for its pupils well.
- The provision for children in the foundation stage is good.
- The provision for pupils with special educational needs is good.
- Equality of access and opportunity is very good.
- Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good.
- Teaching is good and frequently very good.
- The school works very well with parents. They make a significant contribution to school life.
- The leadership and management by the headteacher is very good.
- The governing body is effective and fulfils its role well.
- The school is very good at evaluating its performance and taking effective action to improve.
- There is an excellent shared commitment to improve and succeed.

What could be improved

- The provision and standards of attainment in science.
- The development of information and communication technology.
- The provision and standards of attainment in design and technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the key issues raised in the last inspection in 2001. Overall, standards of attainment have steadily improved. Most pupils are making good progress and their achievement is good. The quality of teaching has improved and is now mostly good or very good. There is no unsatisfactory teaching. Pupils are managed well and this has a positive impact on their attitudes, behaviour and the good standards of learning. Teachers' expectations are good and most plan lessons well to meet the range of pupils' abilities in their class. Subject standards have gradually improved in literacy and numeracy due to the effective implementation of the literacy and numeracy strategies. Most pupils who have higher levels of attainment are effectively challenged. Planning has improved and is frequently very good in most classes, particularly for literacy and numeracy. In a few classes, the standard of daily planning lacks rigour in other subjects. It does not clearly identify what pupils will learn

and how this will be best achieved for the different ability groups. Schemes of work have yet to be completed and formalised in art and design and technology. Assessment procedures are very good. Each pupil's achievements are clearly recorded and analysed with targets set for improvement. The monitoring of pupils' targets and their achievements, the provision for pupils with special educational needs and for high-attaining pupils clearly shows that the school's value-added aspects are good and effective in helping raise standards. All the minor issues identified at the time of the last inspection have been addressed.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	D	D	C	C
Writing	D	C	C	C
Mathematics	E	D	D	D

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

Most children when they start school are achieving standards below those expected of children of this age. By the age of seven, pupils' attainment, when compared to the average scores for seven-year-olds at all levels for 2002 to those found in similar schools, were average in reading and writing and below average in mathematics. Compared to 2000 and 2001 standards had improved in reading writing and mathematics, but standards in mathematics remained low. Whilst the school had an average number of pupils achieving the higher level 3 in reading and mathematics and slightly better numbers in writing, too many pupils were achieving level 1 in writing and mathematics. This lowered the school's results overall. Not enough pupils were attaining the higher level 2A in mathematics. Attainment in science, based on teachers' assessments, was well below average and lower than those of the last inspection. During the inspection, standards of attainment in English, mathematics and science were in line with national averages and improving. However, attainment in science by the school's higher-attaining pupils requires improvement. Standards of attainment in art were higher than national expectations. In all other subjects attainment was in line with national expectations. However, standards in design and technology and information and communication technology (ICT) require further improvement to ensure that they are secure. Pupils' achievement and progress are good in English, mathematics, art, geography, music and physical education and satisfactory in all other subjects except ICT. Progress is satisfactory in ICT and achievement is good. There are no noticeable difference in the attainment of boys and girls. The trend over time is one of rise.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about school. Relationships are very good and there is an absence of oppressive behaviour.
Behaviour, in and out of classrooms	Good. Pupils understand and respond well to the school's rules. Pupils behave well in and out of classroom.
Personal development and relationships	Good. Pupils respect the feelings and beliefs of others. They are kind and courteous to each other and to visitors and friends of the school.

Attendance	Satisfactory. Most pupils arrive at school on time.
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Pupils have very good attitudes to school. Behaviour in and around the school is good. Pupils show interest in their work and their involvement in activities is good. There is still a small number of pupils who misbehave. Members of staff deal with unacceptable behaviour promptly and sensitively and therefore it does not have significant impact on teaching and learning. Relationships between pupils and between pupils and staff are very good. Attendance is in line with national averages.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very 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.

In all lessons observed, teaching was satisfactory or better. It was very good or better in 79 per cent of lessons including 43 per cent that were very good. The quality of teaching for pupils in reception is good or better in 100 per cent of lessons, with 83 per cent of lessons being very good. The high standard of teaching provides children with very good learning opportunities and enables them to be on track to achieve the early learning goals by the time they enter Year 1. At Key Stage 1, teaching is good or better in 73 per cent of lessons with 32 per cent being very good. The quality of teaching in English is very good and in mathematics it is good. The basic skills of literacy are taught very well, and those for numeracy well. Teachers' knowledge and understanding are very good and they use effective teaching methods to help pupils sustain their interest and concentration. Teachers manage pupils very well and they use time, support staff and resources effectively. The good and better standard of teaching ensures that pupils' learning is at least good and frequently better. The school meets the needs of all pupils well, particularly pupils with special educational needs. However, in science, higher-attaining pupils are not consistently attaining the standards expected. Most pupils put very good effort into their work and they keep on task, completing their work on time. Pupils' own knowledge of their learning is good. Pupils with special educational needs learn very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is appropriate for all classes. The provision for science, information and communication technology and design and technology needs improvement to help raise standards.
Provision for pupils with special educational needs	Good. Clearly identified lesson objectives ensure that pupils have good understanding of their work and the standards expected.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very Good. Provision for spiritual and moral development is very good. Provision for social development is good and satisfactory for cultural development. There is a need to prepare pupils more fully for life in our culturally diverse society.
How well the school cares for its pupils	Good. The school has a thorough understanding of the needs of the pupils. Assessment procedures are very good and used well to raise standards.

The school's partnership with parents is good. The curriculum meets statutory requirements and ensures that the quality and range of learning opportunities are good in English and mathematics and

satisfactory in most other subjects. There are weaknesses in the provision for science, ICT and design and technology. Sufficient time is given to literacy and numeracy and most other subjects. The blocking of time in science impacts on the progressive development of pupils' learning. In ICT and design and technology the programmes of study lack thorough development and this impact on pupils' learning. ICT needs to be developed more thoroughly in other subjects. The school has a warm, friendly and welcoming atmosphere. The school's core ideals of good behaviour, care for others and the development of Christian values is evident in all it does.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher is very good. He receives good management and support from an effective senior management team.
How well the governors fulfil their responsibilities	Good. They are effective and efficient and fully involved in school improvement and monitoring its progress against targets.
The school's evaluation of its performance	Very good. The school has very good understanding of its strengths and weaknesses. The school improvement plan is an effective working document.
The strategic use of resources	Good. Careful financial planning ensures that the school's resources are used well to meet its priorities.

There is a good match of staff to meet the needs of the school. All staff have curriculum responsibilities. Staff are well qualified and supported effectively by very good classroom and administrative staff. The accommodation is very good. Learning resources across the curriculum are satisfactory overall but some need improvement to help speed up the raising of standards. The headteacher is very focussed on raising standards and school improvement. He is realistic in how quickly this can be achieved. Staff work well as a team and the commitment to improve and the capacity to succeed is shared by all of them. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Teaching is good • The school sets high expectations • The school helps pupils mature and take responsibility 	<ul style="list-style-type: none"> • A balanced approach to homework • Better information on their child's progress • Closer partnership with parents • A range of activities outside lessons

Few parents attended the parents' meeting and only 42 per cent of parents returned the questionnaire. From all the available evidence, inspectors agree with the positive comments of parents. The amount and balance of homework is satisfactory. The school's partnership with parents is very good. A significant number is very actively involved in school. Unfortunately, despite all its commendable efforts, the school finds that a large number of parents do not involve themselves with the school or their child's education what ever it does. Partnership with parents who have children in the foundation stage is very good. There are few activities outside lessons apart from school plays and productions. This decision has been arrived at through meetings with parents and staff. It has enabled staff to concentrate on school improvements. However, the school compensates with visits outside school and by bringing visitors into school to enrich the curriculum provision.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children when they start school in reception are achieving standards below those expected of children of this age. By the time they reach Year 1 they have made good progress and achieve well in all areas of the foundation stage curriculum. By the time they reach Year 1, most of them reach the early learning goals and a significant minority exceeds the expected standards. A small minority does not reach the expected standard due to their special educational needs.
2. In the 2002 National Curriculum tests at the end of Key Stage 1, attainment, when compared to the average scores for seven-year-olds at all levels to those found in similar schools, was average in reading and writing and below average in mathematics. Standards have improved in reading writing and mathematics since 2000, but standards in mathematics still remained low. Whilst the school had an average number of pupils achieving the higher level 3 in reading and mathematics and slightly better numbers in writing, too many pupils achieved level 1 in writing and mathematics and this lowered the school's results overall. Not enough pupils were attaining the higher Level 2A in mathematics. Attainment in science, based on teachers' assessments was well below average and lower than those of the last inspection. Over the last two years the trend has been one of gradual rise, which is continuing.
3. By the end of Year 2, inspectors' findings show that standards in reading and writing are close to the national expectation and pupils are on track to meet the standard in national tests this year. Speaking and listening skills match those expected in Year 2. These judgements are better than those of the last inspection when standards were judged to be below the average level 2. Progress and achievement are good and show an improvement since the last inspection. In mathematics, standards are in line with that expected of pupils of their age and better than those of the 2002 national tests and better than those of the last inspection. Pupils make good progress in Year 2 and their achievement is good. Throughout the school, pupils are now achieving better standards in English and mathematics and this represents good improvement since the inspection of 2001 and Her Majesty's Inspectors (HMI) monitoring report of 2002. Due to the school's timetable arrangement for 'blocking' science, no science could be observed. However, from the scrutiny of work, teachers' planning, their records and discussions with pupils and teachers, most pupils are on track to achieve the expected level 2 in the national tests this year. Most pupils make good progress and achieve well.
4. By the end of Year 2 in English, the majority of pupils listen carefully to each other and adults. They respond well to questions and confidently join in with discussions. This was demonstrated well in a lesson comparing story settings in Chinese traditional tales. There are planned opportunities for the development of speaking and listening skills in most subjects and this contributes well to the progress pupils make and their achievement. In reading, pupils are beginning to scan and collect information from a range of reading material. The better reading standards are supported through the more consistent approach to teaching phonics and the high profile that reading has in the school. Higher-attaining pupils are beginning to use inference and deduction when analysing text. The school's focus on writing and the assessment and monitoring of pupils' unaided writing is having a positive effect on raising achievement. However, whilst there are planned opportunities for writing in some other subjects, opportunities for developing formal or imaginative writing are frequently missed. There is clear

progression in pupils' learning as they get older. Spelling standards are beginning to rise. Handwriting is legible and letters correctly formed and most pupils' work is neatly presented.

5. In mathematics most seven-year-olds count confidently and are developing good mental strategies for counting and solving problems. Pupils are competent with shape and space and know which units of measure to use for length and mass. Graph work is sound and higher-attaining pupils accurately interpret data and confidently explain their results. Lower-attaining pupils are working with increasing confidence and their ability to add, using doubling and near doubling of two digit numbers is sound. Whilst pupils make sound or good progress, pupils in Year 1 make particularly good progress in problem solving.
6. Standards in science are generally average but, in the scrutiny of pupils' work, few are on track to achieve the higher level 3. This means that the criticisms of the last inspection report have not been fully addressed. Standards achieved by higher-attaining pupils are not high enough. Whilst most pupils competently carry out simple experiments and some make accurate predictions, few pupils, even higher-attaining pupils, are secure in their knowledge about what constitutes a fair test or how to devise their own tests. Pupils' application of scientific enquiry in other subjects is sound, but they do not use numeracy or information and technology skills enough in their work.
7. Standards in information and communication technology (ICT) are broadly in line with expectations. Standards have improved since the last inspection. However, whilst pupils are making steady progress and their achievement is good, there are gaps in their knowledge and understanding. This is most evident in their problem solving work, modelling and simulations. By the age of seven, standards in word processing are still below the expected level. Improving standards remains a priority in the school improvement plan, just as it did at the time of the last inspection.
8. By the age of seven, the standard of attainment in art is higher than national expectations. Standards of attainment in geography, history, music and physical education are in line with national expectations. Standards in design and technology and ICT are broadly in line with national expectations but need further improvement. Pupils' progress and achievement are good in art, geography, music and physical education. Progress and achievement in design and technology, history and ICT are satisfactory. There are no noticeable differences in the attainment of boys and girls.
9. Literacy is implemented well throughout the school and provides a good structure for the progressive development of pupils' reading, writing and spelling skills. Early literacy support provided by well-trained teaching assistants is having a positive impact on raising standards. Higher-attaining pupils make good progress and achieve well due to the additional support of the headteacher. The thorough implementation of the National Literacy Strategy is having a positive impact on raising standards and continuing the improvement seen at the time of the last inspection. Planned opportunities to develop numeracy skills across the curriculum are not consistent. However, numeracy skills are effectively developed through ICT. Pupils in Year 2 use these skills well to create graphs and tables. Numeracy skills are developed further in design and technology and science. The school's skilled teaching assistants effectively develop numeracy skills by lower-attaining pupils and those with special educational needs.
10. Pupils with special educational needs make good progress. Their needs are identified early and they are set clear and achievable targets, which they try hard to achieve. Their progress in relation to their prior attainment is good in all areas of the curriculum

due to the quality of the support that they receive individually, or in small groups. As a result, they achieve well. The advice and support of external agencies is sought, if needed, and a speech and language therapist liaises closely with the school regarding pupils with speech and language problems.

11. A small number of pupils is particularly able, mainly in literacy and numeracy. These pupils attain standards above those expected nationally. They make good progress, due to the provision of additional support that challenges their thinking skills.
12. Since the last inspection the school has set challenging targets for pupils. The strong focus on developing pupils' knowledge, understanding and skill in English and mathematics has been successful in improving standards. The school is aware that it needs to continue these improvements and also focus on raising standards in other areas of the curriculum, particularly in science and ICT. The improved procedures for assessment, along with the realistic targets for improvement are enabling most pupils to achieve their best. However, continued challenge for higher-attaining pupils remains a priority if the school's comparative results with other schools are to show greater improvement and complement the overall good standards of teaching and learning.

Pupils' attitudes, values and personal development

13. At the time of the last inspection, pupils' behaviour overall was found to be unsatisfactory. Since then there has been a big improvement and behaviour is now invariably good and sometimes very good both inside and outside the classroom.
14. The reason for this change is because the headteacher and his staff have worked very hard to implement the new behaviour policy, and this is now systematically used throughout the school. Pupils know what is expected of them and understand the negative effect on others that poor behaviour can have. There is still a small minority of pupils displaying challenging behaviour but, because this is promptly and sensitively dealt with by all staff, it no longer has a significant impact on learning. Where behaviour does cause concern, parents are involved at an early stage and the situation is closely monitored by the headteacher and his staff.
15. Pupils' attitudes to school are very good. They love coming to school and enjoy the wide range of stimulating activities planned for them. This is particularly apparent when they are actively involved in their own learning or are given opportunities to take responsibility. For example, in one literacy session, pupils took it in turns to assume a character from the story they were reading and then answered questions put to them by the rest of the class. The teacher and adult helper also put their hands up to ask questions, which created a real sense of involvement as the pupils felt they were participating in their own learning. Pupils with special educational needs are integrated fully into all aspects of school life. Their very good attitudes and relationships and good behaviour contribute to their integration and good progress.
16. The headteacher is aware that initiative and personal responsibility need further development. There is no school council, and although most pupils take on responsibilities for day-to-day jobs in their classrooms, opportunities to participate in decision-making are quite rare. The school now needs to review how it can pass on key responsibilities to pupils in a consistent and systematic way.
17. Relationships between pupils and between pupils and staff are very good. Pupils feel secure and thrive in an atmosphere free from oppressive behaviour or bullying. All pupils, including those with special needs and those from different racial groups feel

equally valued and cared for. In the classroom, on the playground and in gatherings such as assemblies, pupils are constantly reminded of the need to respect the feelings, values and beliefs of others, and they respond to this by being kind and courteous to each other and to visitors or friends of the school.

18. Pupils' attendance is satisfactory and the number of authorised and unauthorised absences is broadly in line with national averages. The school has a good system for checking on pupils who are unexpectedly absent, and is part of an initiative by local schools to improve attendance. The majority of pupils arrives on time and because teachers are all in their classrooms before the start of the school day, there is an opportunity for parents to participate in a regular guided reading session. This is very successful in involving parents and making a quiet and orderly start to the day.

HOW WELL ARE PUPILS TAUGHT?

19. Overall, the quality of teaching and learning is good and a strength. This is an improvement since the last inspection when only teaching in the Foundation stage was judged to be a strength. In all lessons observed, the quality of teaching was never less than satisfactory. It was very good or better in 79 per cent of lessons, including 43 per cent that was very good. This is an improvement since the last inspection when 17 per cent of lessons were unsatisfactory. Teaching has also improved since the monitoring visit by Her Majesty's Inspectors in January 2002.
20. Teachers' subject knowledge and understanding are very good. Teaching methods are having a positive impact on pupils' learning. The management of pupils has improved since the last inspection and is very good. Where the management of pupils is less successful but overall satisfactory, expectations have not been securely established. For example, in music and physical education in Year 1, valuable time is wasted dealing with pupils who have not learnt better behaviour. Where the management of pupils is very successful, for example in Year 2, the pupils concerned respond well to being corrected and their learning was not interrupted. Teachers use time well. They plan and manage the work of the school's very good classroom support staff very well. This is having a positive impact on the learning of pupils with special educational needs and the progress they make.
21. The basic skills of literacy are taught well. In addition, early literacy support, provided by well-trained teaching assistants is very effective in raising pupils' attainment. The headteacher supports the school's higher-attaining pupils on a regular basis. This is enabling more pupils to attain at the higher levels. Numeracy skills are being developed in other subjects. For example, pupils in Year 1 use information and communication technology (ICT) with increasing confidence to support the development of numeracy skills. Pupils in Year 2 develop their numeracy skills through work in science and design and technology. However, teachers are not consistently developing these skills across the curriculum.
22. The quality of English teaching is very good. Teachers have very high expectations and manage pupils very well. Teaching methods are very effective in helping pupils learn, achieve well and make progress. The use of on going assessment is very good and enables teachers to set challenging targets for improvement whilst also enabling them to monitor progress against targets. Homework is soundly used to consolidate and improve pupils' spelling and reading. In mathematics, most work is appropriately modified to meet the different ability ranges in classrooms and pupils are effectively challenged. Plenary sessions are used well to assess pupils' understanding and to enable teachers to reinforce concepts without undermining pupils' confidence. In less

effective lessons there is some mismatch of ability to task and this slows pupils' progress. Assessment procedures are good.

23. In other areas of the curriculum teaching and learning is good overall. Due to the school's timetable arrangements it was not possible to make firm judgements on the quality of teaching in science, design and technology, geography and ICT. However, the scrutiny of work, teachers' planning and discussions with pupils and teachers indicate that it is at least satisfactory in these subjects. Teaching is good in art, music and physical education and satisfactory in history.
24. In the best lessons, pupils' acquisition of skills, knowledge and understanding is good because of teachers' good expectations and very effective teaching methods. Throughout the school, lessons are generally well planned. In very good lessons, pupils work very hard, and maintain interest. In English, for example, pupils are inspired to apply creative and intellectual effort to their work. The very strong emphasis on teaching phonics, reading, spelling, writing and handwriting is helping to raise standards and improve pupils' learning. As a result their achievement is good. In a Year 2 music lesson the teacher's knowledge of her class and their individual abilities ensured that they were all encouraged to try their best and to maintain their enthusiasm when singing the song 'Goldilocks and the three bears'. In the best lessons, the pace of teaching and learning is very good and there is a keen sense of urgency. Lessons start and finish on time and teachers ensure that there is valuable time at the end of lessons to recap on what the pupils have learnt and to ensure that the learning objectives have been achieved. These very good strategies ensure that pupils own knowledge of their learning is good, particularly when teachers ask them to explain how they arrived at their answers or to explain what they have learnt. This was seen in a mathematics lesson in Year 2 when groups of pupils were asked to show the rest of the class what they had found out in their data handling work on likes and dislikes.
25. Overall, the quality and use of marking is good, and on going assessment very good. Marking is mostly up-to-date with informative comments to help pupils improve further and, in the best marking, to inform other adults of the context of the work and how well the pupil has achieved. Teachers use assessment data effectively to plan for the different ability groups in their class. Assessments at the end of topics and work are used well to evaluate pupils' levels of attainment and to track their progress against targets. Clear and informative records are kept as pupils make progress, particularly in literacy and numeracy. Teachers competently use this information to set further targets and to ensure that appropriate challenge is built into future lessons and progress maintained. Teachers' assessments in science are sound, and when fully in place should enable teachers to improve standards further.
26. The quality of teaching and learning for pupils with special educational needs is very good. Teachers and teaching assistants ensure that their individual needs are met through the work that is set and the quality of the support provided. Pupils benefit from working alongside their peers in the classroom, individually, in groups of similar ability or in mixed ability groups. The support for small groups of pupils by teaching assistants is particularly valuable in literacy and numeracy lessons, enabling them to make very good gains in learning in relation to the targets set in their individual education plans. Good quality resources are used well to promote the learning of all pupils. Higher-attaining pupils are supported in small groups in literacy and numeracy and are provided with challenging activities that develop their skills.

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

27. There has been satisfactory improvement in the curriculum since the last inspection. A key issue, at that time, was to build on existing planning to improve the quality of the overall curriculum by the systematic and sequential development of pupils' knowledge, skills and understanding. In addition, schemes of work should be completed for all subjects. Her Majesty's Inspectors noted in their monitoring visit during January 2002 that reasonable progress had been made towards this. Schemes of work showed progression in knowledge, skills and understanding and provided effective guidance for teachers. An area for development was to continue to write schemes of work so that all subjects were completed by July 2002. Schemes of work have been completed in science, history, geography, music and information and communication technology (ICT). However, although national guidance is followed to some extent in art, design and technology, schemes of work are still not fully in place. Weekly planning is good but needs to be consistently developed throughout Year 1, based on the very good practice demonstrated in other years.
28. The curriculum in the foundation stage is good. An enriched curriculum is in place. It is broad, balanced and stimulating, as it was at the last inspection. In Years 1 and 2, the curriculum is satisfactory. It is appropriate for all classes, including the mixed age class. Most areas of the curriculum are covered appropriately, but all strands of the curriculum are not yet being addressed in design and technology and ICT. The breadth, balance and relevance of the curriculum are satisfactory.
29. The quality and range of learning opportunities are good in English and mathematics, and satisfactory in most other subjects, but with weaknesses in science, design and technology and ICT. Sufficient time is given to literacy and numeracy and most other subjects, but the blocking of time in science hinders the progressive development of pupils' knowledge, skills and understanding.
30. The provision for pupils with special educational needs is good. It is organised to meet their specific needs. Clearly identified lesson objectives ensure that pupils have a good understanding of the work set and the results expected. Sound individual education plans are drawn up by the co-ordinator for special educational needs, in consultation with class teachers and, in some cases, with parents and external agencies. They contain clear targets relating to specific areas of learning or behaviour, and suggest teaching and learning strategies. The targets are discussed with pupils and are reviewed each half-term.
31. There is only one pupil for whom English is an additional language. The school made prompt use of language support from outside agencies initially, and continues to provide good in-house special educational need support. As a result of these strategies this pupil has made very good progress.
32. The school has a more able child register, which was drawn up in order to raise the levels of the higher-attaining pupils in literacy and numeracy. The next step is to extend the register to include higher-attaining pupils in science. The school aims to meet the needs of higher-attaining pupils by providing them with more challenging, investigative, open-ended learning, but this is not yet in place in all subjects.
33. The provision for teaching literacy and numeracy is good. The school has adopted and adapted the national strategies well. Targets are set for individual pupils. They are shared with parents and are regularly reviewed. There are clear objectives for learning, and pupils are given the opportunity at the end of each lesson to assess what they have

learned. There are planned opportunities for pupils to use literacy skills in most areas of the curriculum, but the use of mathematical skills is less well developed.

34. The provision for extra-curricular activities is satisfactory. The last inspection report noted that the school did not provide any extra-curricular activities. This statement clearly referred to after-school or lunch-time clubs. In a small school, teachers have responsibility for more subjects and other areas than in a large school and have little additional time to devote to clubs. Parents were surveyed and were not in favour of paying for after-school clubs. However, the involvement of parents in extra-curricular activities is always welcome. At present, a pre-Brownie group meets in the hall after school and is open to pupils from the school and other schools. The school provides many opportunities to broaden pupils' experiences. There is an annual book week, book fair and school grounds week. Visitors to the school include the local police officer, fire officer, school nurse, authors, poets and storytellers. Visits are made to the local shops, a historic barn, the Weald and Downland Museum and Arundel.
35. Equality of opportunity and access to the curriculum is very good. It is fully reflected in the school's aims and values, in the curriculum, resources and the admission and grouping of pupils. Planning takes account of pupils' varied attainment, experiences and needs. Teachers ensure, by their groupings and tasks, that girls and boys, pupils of differing abilities and pupils with special educational needs, including higher-attaining pupils, are integrated into all activities and are given appropriate work. Support is directed effectively to those who need it.
36. Provision for personal, social and health education is satisfactory. Pupils are taught about healthy medicines. The policy of the governing body is that sex education will not be taught formally at this age. Circle time takes place each week. Its aim is to develop pupils' self esteem, enhance their listening skills and teach them to value and respect the feelings, values, beliefs and opinions of others. Pupils are encouraged to think positively and to make the right choices. Daily assemblies support pupils' personal and social development, through opportunities to reflect on living good lives and caring for others. The school pays due attention to healthy food and encourages healthy eating. There are many opportunities for pupils' social development in the groupings of pupils, through visits and visitors to the school, fund-raising and community activities. Pupils' successes are celebrated in each class and at assemblies.
37. The school has good links with the local community. The school receives support from the police service, fire service, the school nurse and other guidance and support services. A local supermarket welcomes visits from pupils and supports their health and social development. Volunteers from the community provide valuable help in listening to pupils read. There are very strong links with the church and parishioners are welcome visitors at the school. Support is given to various charities and pupils sing at a residential home, at Christmas time. There are strong links with the many places regularly visited by the school and with visitors to the school.
38. There are excellent relationships with other schools, particularly the junior school on the same site. Professional dialogue is seen as vital. The two schools share curriculum evenings and training. There are two-way links to discuss pupils' attainment and progress, and familiarisation visits for pupils prior to their transfer to the junior school. Arrangements for pupils with special educational needs are particularly good through the pooling of information between staff and observation of pupils. These initiatives help to ensure an easy transition for pupils, and continuity and progression in their learning. The two schools share the same values and Christian ethos. The junior school freely shares its field with the infants. Pupils mix well in the shared spaces and

older and younger pupils play well together. The two schools share projects, such as the Jubilee celebrations and the conservation garden. There are also excellent links with pre-school providers. The pre-school children who meet daily in the Scout Hut visit the reception class every Friday morning. The children listen to stories with the reception class children and participate in role play. The school is open for three mornings in the summer term for prospective pupils to visit with their parents and take part in activities. The co-ordinator visits five nurseries from which children are admitted to the school, and the reception staff make home visits prior to children joining the school.

39. Provision for pupils' spiritual and moral development is very good; this is a particularly strong feature of the school. These were described as good at the time of the previous inspection. Provision for social development is good and the school makes satisfactory provision for the cultural development of its pupils. Both social and cultural development were judged to be satisfactory when the school was last inspected.
40. The school makes very good provision for the spiritual and moral development of pupils by effectively combining them together to promote an ethos of mutual respect between all staff and pupils. It does this by living its Christian principles, particularly those of care and concern for others and of forgiveness, in all aspects of its work. Behaviour management strategies illustrate this effectively. Pupils given time out are quickly reintegrated back into class activities, incidents are dealt with positively and friendly relationships are restored. Collective worship also contributes well to pupils' spiritual and moral understanding. For example, in one act of collective worship the headteacher discussed the idea of making mistakes but wiping the slate clean and beginning anew. Pupils' responses to questions clearly showed that they understood this well. Pupils' spiritual development is promoted well through their work in art where they are given the opportunity to appreciate the qualities of different pictures displayed, often accompanied by poetry or prose. An unusual example of developing pupils' spirituality through the maths curriculum was demonstrated in a lesson where the teacher gave pupils an opportunity to reflect on and wonder about the amazing and exciting features of numbers.
41. The school provides very good opportunities for pupils' moral development and this is strongly embedded into school life. Pupils have a clear understanding of right and wrong and classroom behaviour is generally good. Pupils' behaviour is particularly good when moving around the school and when entering the hall for collective worship. Relationships at all levels within the school are very good. Members of staff provide exemplary role models of courtesy and good manners when speaking with the pupils and with each other. Pupils are encouraged to value the contributions of others.
42. Overall, the school provides good opportunities for pupils to develop socially. Parents comment that the school promotes the values that they would wish to see. The school does this by welcoming a good range of visitors to the school and through very good links with the junior school, the clergy and with the local nurseries. At play times pupils mix well with each other and with pupils from the junior school. This supports co-operation and care and consideration for others and aids the excellent transition from the infants to the juniors. There are some curricular opportunities for pupils to develop their social skills, for example, where pupils answer questions in role play. However, there is a need to promote pupils independence and support social skills more fully through paired discussion and small group working, although good examples were seen during circle time.

43. Provision for cultural development is satisfactory. Pupils learn about their own cultural and national heritage through their work in English, history and geography. They study Chinese traditional stories in English and in history they examine artefacts from the past whilst reflecting on the lives of people who used them. Pupils are introduced to some other cultural and religious traditions through the use of religious artefacts and books. In religious education pupils begin to learn to respect the beliefs of others. Overall, however there is a need to prepare pupils more fully for life in a culturally diverse modern Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school makes good provision for the care and welfare of its pupils. This is an improvement since the last inspection. The school team has a thorough understanding of the educational, developmental and emotional needs of the pupils and use this wide-ranging knowledge very effectively to achieve the best possible outcome for them. The school has a warm, friendly and welcoming atmosphere that is greatly appreciated by the pupils, staff and parents. Pupils respond well to their teachers and other staff. There were many instances that demonstrated their respect and fondness for them both in class and at break times.
45. The school's child protection policy is a sound, readable document that follows the guidelines set out by the Department for Education and Employment and the Local Education Authority. The headteacher is the named person. Whilst the policy itself is informative and accessible, knowledge of its contents is variable and this inconsistency is about to be addressed. A detailed knowledge of pupils' individual circumstances is apparent and the school uses this well to create an inclusive environment where pupils feel valued. This provides a safe and secure setting in which pupils do well. The school's policy for internet safety is sound.
46. The health and safety policy of the school is thorough. Matters of concern reported by staff members are recorded and dealt with promptly. The caretaker carries out regular safety checks throughout the school in liaison with the premises committee governor. The general appearance of the interior of the school is highly commendable and reflects well on the school. The care and commitment of the caretaker, the premises committee governor and the cleaning staff in maintaining this standard is readily acknowledged and further promotes the ethos of inclusiveness that is the headteacher's rolling objective. Building works at the school had only been completed the week before the inspection and had limited the potential to present the grounds to the same high standard as the interior; nevertheless they were secure, clean and tidy.
47. Fire precautions are sound and drills well rehearsed. The inspection of fire equipment, certified by the designated company, is properly carried out and recorded. Additionally, the caretaker undertakes a regular inspection of the equipment. First aid provision is very good with sufficient personnel trained to the nationally recognised standard.
48. The school monitors attendance thoroughly. Registers are correctly completed and registration procedures are sound. The scrutiny and analysis of attendance data is methodically undertaken. The recording of absence is consistent across the school.
49. The school maintains a safe environment, free from bullying and other oppressive behaviour, with an extensive range of initiatives to sustain this position. The school's behavioural policy is very good and a booklet of behavioural guidelines for parents extracts the points of relevance to them to maintain a consistent approach in both school and home life. Teachers visit feeder nursery schools, make home visits and

invite parents to the school to talk about life at school prior to children attending. This removes some of the fear and hesitancy often felt by children in their early school years. Pupils seem at ease with adults in the school; they appear confident in approaching them and exchanging simple pleasantries. Assemblies, circle time, school visits, lessons and social events are used very effectively to reinforce the school's core ideals of good behaviour, care for others and the development of Christian values.

50. The school's assessment procedures are good. The use of assessment to inform the next stage of learning, including day-to-day assessment is good. Assessment procedures for pupils with special educational needs are very good. With the appointment of a very good assessment co-ordinator, assessment procedures have been improved since the last inspection. Clear and informative records are kept on pupils' attainment from reception to Year 2. The best assessment is in reception and Year 2, where teachers' records are up-to-date and detailed, highlighting pupils' achievements, and setting clear targets for improvement. Year 2 pupils are aware of basic targets and this helps raise standards.
51. Baseline assessments are carried out when children join reception with targets then set for each child's development. Further assessment takes place at regular intervals in each infant class. Comprehensive analysis of achievement in the end of key stage national tests takes place. Commercial tests and internal assessments are carried out in literacy, numeracy and mathematics. Target-setting for pupils in Years 1 and 2 is based on teachers' marking and teachers' comprehensive assessment records. Targets are set by ability and discussed with pupils so that they understand how they can improve. In Year 2 classes, pupils have the targets on their desk. Informative target sheets are sent home to parents with guidance on how they can support their child's learning in spelling, reading and writing. Monitoring is firmly established. Each half-term the headteacher and assessment co-ordinator monitor teachers' marking and assessment using sampling methods. Pupils are tracked as they move through the school using a commercial computer package. Teachers are provided with written feedback on the strengths and weaknesses of their assessment. Originally this process highlighted weaknesses in the assessment of attainment in science. The weaknesses are being addressed and teachers' assessments in science are far more accurate. The use of assessment to guide future planning has improved since the time of the last inspection.
52. The procedures for identifying and assessing pupils with special educational needs are good. The school draws on a wide range of information to set and review appropriate targets for each pupil, track their progress and direct support to those who need it. All staff have received some training with regard to special educational needs and some teaching assistants have received training on specific needs. Trained teaching assistants play a valuable role in developing pupils' basic skills and extending their knowledge and understanding. Together with teachers, they monitor pupils' progress and the information gained is used to plan effective individual pupil's programmes. The school works closely with external specialist agencies, as the need arises.
53. The school focuses equally well on the needs of higher-attaining pupils. It works on the data available, together with individual target setting, to decide what level of support is needed. Their attainment and progress through the school is tracked and appropriate support is put in place.
54. Assessment procedures are proving successful in raising standards and in providing staff with accurate profiles of pupils' progress and achievement. However, the school is continuing to improve its assessment methods. Staff are discussing better ways of

ensuring that assessment provides a clear picture of what pupils know, understand and do from reception to when pupils leave at the end of Year 2. Assessment based on developmental records will soon be established. Assessment in design and technology, music and physical education has been identified for improvement to ensure that teachers' marking and notes provide a clear record of attainment for each pupil.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Overall, parents' views of the school are good and mainly positive. The parents' meeting, formal interviews and casual exchanges with them show a high level of approval with the way the school cares for and educates their children. They consider that the welcoming and thoughtful manner of the staff, their helpfulness in personal matters and the interest they show in their children's welfare and development provides a sound education in a supportive, friendly and safe environment. The analysis of the parents' questionnaires highlighted a concern by some parents about the lack of information provided by the school. This concern is not supported by inspection findings. The evidence suggests that some parents overlook the importance of their own role in raising the achievement and extending the opportunities of their children. Inspectors feel that the school provides a wide range of informative material and that a large number of parents do not involve themselves with the school whatever it does. The majority of parents believe themselves well informed and consider the school values their input and are comfortable about approaching teachers in matters of concern.
56. Most parents consider that the school has improved significantly since the last inspection with higher academic expectations and better behaviour. They are also encouraged by the headteacher's efforts to establish wider community links and strengthen the school's Christian ethos. They support and appreciate the emphasis that the school now places on conduct and the development of self esteem that has led, they believe, to a significant rise in educational standards and a noticeable improvement in the attitudes of the majority of its pupils.
57. The school has a successful parents and teachers association that works very hard to raise funds for the school. In the past year they have raised approximately £3000 that has helped the school purchase many items such as outdoor toys and establish a play area. Other products and improvement schemes, identified by teachers and parents, are undertaken as funds become available. The chair of the association feels well supported by both parents and teachers in her efforts to provide extra resources and establish a social dimension to the school's calendar of events.
58. The quality of information that parents receive from the school concerning academic progress is good. A summary report each term together with the annual comprehensive assessment and ready access to the teaching staff ensure that they are fully informed about the progress and personal development of their children. The school has produced a number of helpful booklets and other advisory documents to inform parents of the school's aims and methods in educating their children and the standard of behaviour expected. These are clearly presented and enable parents to feel fully included in their children's educational and social development. Parents receive a good-quality, well-presented prospectus prior to their children joining the school. The annual report of the governing body is also very informative, fully meeting statutory requirements, yet easily understood. Links with the feeder nursery schools and pre-admission meetings with parents, together with home visits by teachers facilitate parents in making well-informed judgements about the school's suitability for their child's particular needs. A newsletter is regularly published, supplemented, if

necessary, with letters from the headteacher on specific matters of a more pressing nature.

59. Parents make a good contribution to their children's learning at school and at home. Parents, on the whole, are supportive of the school in its efforts to educate and develop their children and many actively assist on school trips, in the school through the shared reading scheme, assisting in events organised by the Parents' Association and by simply supporting the school's efforts in its drive to make it a place that they feel proud to be associated with. They know that the school has the interests of their children at heart and most acknowledge that the headteacher and his staff work hard to achieve the best possible outcome for them.
60. The school works closely with the parents of pupils with special educational needs. Parents receive full information regarding the school's provision for special educational needs and are regularly informed about their child's progress. They meet formally with the class teacher each term and are welcome to share their concerns with the school and seek guidance at any time. Pupils' progress is enhanced as a result of the good partnership between home and school.
61. The school keeps parents of higher-attaining pupils well informed; they are aware of their child's specific strengths and the provision available to them. Parents provide good support at home and contribute effectively to the progress made.
62. Overall the good partnership with parents that the school enjoys, contributes significantly to the learning and social development of its pupils. The headteacher and governing body are keen to develop and strengthen these existing good relationships with parents and the wider community and are exploring many options and suggestions regarding this.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. Overall, the quality of the leadership and management of the school is good. The leadership and management by the headteacher is very good. He ensures clear educational direction for the development of the school and has worked very hard to ensure that school improvements have taken place. The school is now a good school with some excellent features.
64. The headteacher joined the school just prior to the time of the last inspection of 2001. At that time the school had significant weaknesses in the quality of teaching and teachers' planning, the management of pupils' behaviour, standards in literacy and numeracy in particular, the curriculum provision and the effective use of assessment. Within a short time of appointment he had started to tackle the weaknesses and soon established a dedicated staff team who would support school improvement. However, despite meeting their statutory responsibilities, the governing body was not involved in determining the way the school moved forward and they had no procedures for evaluating the impact of their decisions on standards within the school.
65. Over the last two years the headteacher has strengthened an effective senior management team with the appointment of a strong deputy headteacher. The headteacher and his deputy have complementary skills and they work very well together. They are very focussed in their determination to improve the school further and ensure that the caring and positive ethos of this Christian school is enhanced by high standards in provision. The teaching staff has been strengthened and now teaching is never less than satisfactory but mostly good or very good. Classroom

support staff are a strength of the school and contribute greatly to pupils' learning and the standards they achieve. The school's development plan is an extremely well-written working document. It skilfully sets out what improvements will be achieved in order, how they will be achieved and what resources, financial and material, will be needed to achieve them. The composition of the governing body has changed. They are now effective and committed to the school and improvements.

66. The monitoring inspection in January 2002 by Her Majesty's Inspectors (HMI) judged progress to be reasonable overall. Since that time the school has improved further and the issues for development highlighted by HMI have been mostly addressed or are in the process of development. Progress has been good since.
67. The headteacher has very clear understanding of the school's strengths and weaknesses. Whilst he is driving forward with improvements, he is realistic in how quickly they can be achieved. His standards are very high yet he is skilled in how he encourages staff to achieve them and how they can use their own skills for the benefit of the pupils, each other and the school. He leads by example and, for example, has a regular teaching commitment that is used very well to provide greater challenge for higher-attaining pupils in literacy and numeracy. The school has gone through a sustained period of stability and with the good improvements that have taken place so far, embedded in good practice, it is now in a strong position to improve further.
68. The school's partnership with parents is very good and most are supportive of the headteacher and what he is trying to achieve. The school has a warm and welcoming approach to parents. The headteacher welcomes their views and opinions. A significant number are very actively involved in school on a regular basis. During shared reading sessions, between a quarter and a half of parents in some classes come in early and help their child's class teacher develop reading skills. Throughout the day, other parents come in and help out in classes or around the school. Unfortunately, despite all its commendable efforts, the school finds that a large number of parents do not involve themselves with the school what ever it does and therefore some have formed misguided views of the school. Partnership with parents who have children in the foundation stage is very good.
69. All staff have curriculum responsibilities which they carry out well. Particular strengths are in the way assessment has been improved, planning for literacy and numeracy has been standardised and policies developed with supporting schemes of work. However, the scheme of work for design and technology has yet to be developed and the implementation of all the strands of information and communication technology (ICT) and design and technology are lacking and a weakness. The curriculum provision for science and the time allocated to the subject is being reviewed by the headteacher. Staff are aware that standards in science have not always been consistently assessed and this has been reflected in the inaccurate teacher assessments at age seven. These weaknesses along with improving teachers' subject knowledge are a priority in the next round of school improvement. Inspectors agree with this judgement and the priority that this should take in school improvement.
70. All staff, including support and administrative staff, work well together. There is a shared commitment to improve and succeed. Classroom support staff are very good and a strength of the school. They are very skilled in the support they provide, particularly for pupils with special educational needs. They make a significant contribution to pupils' learning, their progress and achievements. Administrative procedures and routines are very good and contribute to the efficient way the school is run.

71. The leadership and management of special educational needs is good and is a significant factor in the good progress made by pupils with special educational needs. The co-ordinator is ably supported by class teachers, trained teaching assistants and external specialist agencies. The school fulfils its legal responsibilities with regard to special educational needs. The specific grant is used effectively in support of pupils with special educational needs. The governor with oversight for special educational needs is well informed. He liaises with the co-ordinator and teaching assistants on a regular basis and reports back to the governing body. The school works closely with the junior school to which pupils transfer, in order to ensure the smooth transition of all pupils, including those with special educational needs.
72. An additional more recent focus has been the provision for higher-attaining pupils. There are clear and concise details in the inclusion policy, which focus on provision at classroom level and in withdrawal groups which are taught by the headteacher and deputy headteacher. Teachers are developing skills in extending pupils' thinking through the use of focused questioning and the provision of challenging tasks for four ability groups within each class. The school recognises the need to provide opportunities for all pupils to develop more initiative and independent learning through more open-ended investigative work. There is still a need for greater challenge to be consistently provided across the curriculum to raise further the levels achieved by high attaining pupils.
73. The work of the governing body is good. Their involvement in the school has improved since the last inspection. Governors are attached to classes and this enables them to see the school at work and to help out on as regular a basis as possible. Governors comment that they enjoy their visits to the school and working alongside the staff. Staff appreciates their involvement. The governing body is effective and is efficiently managed under the leadership of an enthusiastic and committed chair of governors who has only recently been elected to the post. In a short period of time, the committee structures have been improved. They support more effectively school improvement. A public relations committee has recently been formed to raise the profile of the school within the community and to further improve relationships with parents. Governors are fully involved in developing and agreeing the school improvement plan. They are becoming increasingly skilled in evaluating the schools performance and taking the necessary action to support improvement. All governors seen during the inspection knew their role well. The relationship between the headteacher and the chair of governors is very good. Performance management is up-to-date and effective in ensuring that school improvements are maintained.
74. Educational priorities are supported through very careful financial planning. The school's budget is small in relation to the task of ensuring school improvement. However, priorities are carefully financed and monitored by the school bursar and headteacher. The school is very good at using specific grants for their designated purposes. It supplements these grants as necessary to ensure value is added as much as possible. Money raised by the Parents' and Teachers' Association is consistently used for the benefit of the pupils. Best value principles are applied well and the governing body regularly receives reports and monitors the school's finances.
75. There is a good match of staff and expertise to teach the National Curriculum. All staff are appropriately qualified. Staff appraisal has been brought back on track and is now up-to-date. At the time of the last inspection teachers were not using support staff effectively. Support staff are now deployed very well and are an invaluable asset. Procedures for welcoming and supporting new staff to the school are good. Staff

training is very regular and closely linked to school improvement. Curriculum evenings, policy formulation and staff training are frequently shared with Nyewood Junior School. The intense training and school development has meant that there is little time for pupils' extra-curricular activities. This decision was taken in consultation with parents and staff and received their backing.

76. The accommodation is very good and used well to support teaching and learning and raise standards. Classrooms are attractive with a range of pupils' work clearly displayed. A good library has been established and communal spaces outside classrooms have been developed into effective work areas for group and individual work. Outside areas have been attractively arranged with a range of activities for pupils to use, such as a car track and road way used regularly by boys and girls, an adventure playground that is in the process of renovation, and quiet seating areas. The school's conservation area is large and is being improved before it is used again by pupils. The school's links with its partner junior school are excellent and this enables pupils to use the large playing field at play-times. It encourages the pupils from both schools to mix at break-times.
77. The overall quality of learning resources across the curriculum is satisfactory. Resources are good in art and history. However, resources for design and technology and ICT need improvement to ensure that all strands of the curriculum in these subjects are taught effectively.
78. Since the last inspection the school has improved significantly. There are no serious weaknesses. At the time of the last inspection the school was providing unsatisfactory value for money. This has improved and it is now providing at least good value for money, rapidly becoming very good. There is good comparison of its performance with other schools and in taking the necessary action to improve. The headteacher and governors when deploying the school's resources rigorously apply challenge, consultation and competition. This is a good and improving school in which all should be proud.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. In order to continue the improvements that have taken place so far and raise the standards of work and the quality of education provided, the governors, headteacher and staff should:

- (1) restructure the provision for science in Years 1 and 2 to:
 - ensure that the knowledge, skills and understanding of all pupils is developed systematically and on a regular basis;
 - raise standards of attainment for all pupils;
 - improve the standards achieved by the school's higher-attaining pupils to the higher Level 3 by the age of seven.
(paragraphs 6, 12, 29, 69, 114, 115, 116)

- (2) improve the development of information and communication technology (ICT) in Key Stage 1 by:
 - ensuring that the all the strands of the programme of study for ICT are consistently taught;
 - ensuring that the resources to implement the curriculum are fully in place;
 - including the use of ICT and the associated knowledge, skills and understanding into teaching and learning in all subjects as appropriate to help raise standards.
(paragraphs 6, 7, 12, 29, 69, 77, 101, 115, 118, 134, 139, 140, 144)

- (3) continue to raise standards of attainment in design and technology by:
 - providing a scheme of work for design and technology;
 - ensuring that the all the strands of the programme of study for design and tehcnology are consistently taught;
 - ensuring that the resources to implement the curriculum are fully in place.
(paragraphs 27, 29, 69, 77, 126 - 130)

Minor issues

1. Continue to develop numeracy skills across the whole curriculum.
(paragraphs 9, 21, 33, 112, 118)

2. Ensure that opportunities for formal or imaginative writing in other subjects are not missed.
(paragraphs 4, 100)

3. Ensure that greater challenge is consistently provided across the curriculum to raise further the levels achieved by high attaining pupils.
(paragraphs 12, 32, 72)

4. Complete the schemes of work for art and craft.
(paragraphs 27, 125)

5. Continue to seek ways for pupils to develop initiative and take responsibility.
(paragraphs 16, 72)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	10	6	0	0	0
Percentage	0	43	36	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y2

Number of pupils on the school's roll (FTE for part-time pupils)	195
Number of full-time pupils known to be eligible for free school meals	12

Special educational needs

YR – Y2

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	61

English as an additional language

No of pupils

Number of pupils with English as an additional language	1
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	93.3
National comparative data	93.9

Unauthorised absence

	%
School data	0.1
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	28	46	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	19	21
	Girls	42	42	41
	Total	62	61	62
Percentage of pupils at NC level 2 or above	School	84 (84)	82 (84)	84 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	22	21
	Girls	42	41	41
	Total	61	63	62
Percentage of pupils at NC level 2 or above	School	82 (87)	85 (87)	84 (91)
	National	85 (85)	89 (89)	89 (89)

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	175	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	15	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 – Y2

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	22.9
Average class size	27.6

Education support staff: YR – Y2

Total number of education support staff	11
Total aggregate hours worked per week	172

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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	2001/2002
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	£
Total income	526,299
Total expenditure	526,281
Expenditure per pupil	2,557
Balance brought forward from previous year	8,538

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	193
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	6	1	0
My child is making good progress in school.	48	40	10	0	2
Behaviour in the school is good.	22	62	11	1	4
My child gets the right amount of work to do at home.	22	47	22	4	5
The teaching is good.	43	49	4	0	4
I am kept well informed about how my child is getting on.	48	31	19	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	25	12	2	0
The school expects my child to work hard and achieve his or her best.	52	43	3	1	1
The school works closely with parents.	36	45	14	5	0
The school is well led and managed.	34	48	6	4	8
The school is helping my child become mature and responsible.	39	52	6	1	2
The school provides an interesting range of activities outside lessons.	12	23	25	24	16

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

80. Provision in the reception year (foundation stage) is good. Children enter the reception year in the September before they are five. There are well-structured arrangements, including frequent visits to the school before they begin, to ensure a smooth start. Nearly all children have had pre-school experience in either a nursery or a playgroup. Standards on entry are below those expected, particularly in communication and social skills.
81. During the reception year, children make good progress and achieve well in all six areas of the foundation stage curriculum, due to good provision. The key strengths of the provision are the experienced leadership, an enriched and supportive learning environment and very good teamwork. By the end of the reception year, the standards attained by the majority of children match those expected nationally for children of this age; a significant minority of children exceeds the expected standards, and a small minority do not reach them because of their special needs. The quality and range of learning opportunities are good. An enriched curriculum is in place, which is detailed for each area of learning and is linked to the early learning goals. Formal assessment takes place on entry to the reception year. Good records are kept of children's academic and personal progress and are used to inform the planning of future work. Equality of access to the curriculum is very good. Boys and girls, and children of all abilities are given equal attention and encouragement, and additional support where necessary.
82. The quality of teaching is very good and leads to very good learning. This represents good improvement since the last inspection when teaching was good. Strengths of teaching are teachers' knowledge and understanding, very good planning and the emphasis on the teaching of basic skills. Time and resources, including the use of adult support, are used very effectively to promote maximum learning. The quality and use of on going assessment is very good. All adults have high expectations and children respond with enthusiasm which, together with their good behaviour and very good relationships, leads to very good learning. Most children show a high level of interest, concentration and developing independence and apply considerable effort to their work.

Personal, social and emotional development

83. Personal, social and emotional development is an integral part of all areas of the Foundation Stage curriculum and is closely linked to religious education. Children settle quickly into the routines of the reception year, as they participate in carefully planned, well-focused activities. Colourful, visually stimulating displays create a calm, purposeful learning environment. Children's knowledge of the school and their social development is enhanced through walks around the school and visits from other adults who work in the school. Other visitors include the school nurse, a mother and baby, the local police officer and the school crossing patrol lady.
84. Children are encouraged to be independent users of the classroom environment. They are asked to consider their learning intention as well as which area they are going to work in. Those who experience difficulties are carefully monitored and given very good support. They respond to significant experiences, showing a range of feelings when

appropriate. Children are expected to listen to what others have to say and to take part in small group activities. They develop a sense of healthy eating and the need for hygiene, and learn to pass and share during milk and snacks. Their developing sense of their own needs, views and feelings begins to incorporate sensitivity towards others. They have a growing respect for their own culture and beliefs and those of other people. All children begin to understand the difference between right and wrong and the consequences of their words and actions for themselves and others. In talking about school and class rules, they begin to accept the need for a common code of behaviour and agreed values.

Communication, language and literacy

85. There are well-planned formal and informal opportunities to develop language skills in every area of the curriculum. Very good relationships between the staff and parents are an important factor in the good progress that children make. Parents help their children to self-register and settle to activities. The early emphasis on phonics and word-building skills is crucial to children's language development. Most children recognise and know letter sounds and names and they develop the ability to hear and say initial and final sounds, and sounds within words, using their knowledge to write their names and simple sentences. There is a good balance between direct teaching and practical activities to introduce and consolidate knowledge of letter sounds and other early reading and writing skills.
86. During the inspection, children listened with interest to favourite rhymes, songs and stories, such as 'Let's go home Little Bear'. Most children were able to re-tell the story, 'The Train Ride', and suggest alternative endings. They located speech marks in the story, 'Cat and Mouse' and joined in with refrains, anticipating key events and important phrases. The literacy strategy is introduced well into the reception year. Children build up their vocabulary and use a widening range of words to express their thoughts and ideas. They increase their knowledge of the local area and develop their communication skills through visits to the local supermarket and fire station.
87. Most children make good progress in reading. They read a range of familiar words and begin to show some understanding of the elements of stories. Adults hear children read frequently and most children benefit from being given support in their reading at home. Children are developing good letter formation and have many opportunities to apply their writing skills, for example, when they made a flap book of what they would see on a train ride.

Mathematical development

88. Children show interest in numbers and counting, and adults facilitate learning by means of questions, observations and the reinforcement of mathematical and language skills. Children enjoy joining in number rhymes and songs and use number names and mathematical language in play. They compare two groups of objects saying whether they have the same number and use size language, such as 'big' and 'little', 'more than' and 'less than'. Most children observe and use positional language and show an awareness of similarities and differences in shapes. The numeracy strategy is introduced well into the reception year. Children learn to count up to twenty and beyond and their understanding is developed through number songs, rhymes and stories. Most children recognise that certain numbers may be missing from a sequence and correctly write them in.

89. During the inspection, children learnt to relate addition to 'counting on' and successfully completed number sentences. Children who found it difficult to find 'two more' than a number were given good support. Displays and the computer were used effectively to clarify teaching points. The program 'Calculating' proved very effective in helping children to develop number recognition and counting. Children develop their counting skills as they listen to counting songs on tape. Their understanding of capacity and weight is developed through practical experience with sand and water, using words such as 'heavier' and 'lighter'. They select objects from the 'Finding Out' box to develop their weighing skills. Work is well matched to children's prior learning and adults encourage them to explain what they have learnt.

Knowledge and understanding of the world

90. Children become familiar with the school environment as they move around the school and explore the grounds at different seasons. They talk about the features that they like and dislike. When examining objects, they show an interest in why things happen and how things work. A range of activities increases the use of their senses, for example, their sense of touch is developed, as they select objects in the sand and water and explain what they feel like. During the inspection, they used their imaginations as they made fire stations, police stations, emergency vehicles and safety signs, trying out a range of tools and techniques safely. They used their developing knowledge to role-play policemen, firemen and the school crossing patrol lady.
91. Information and communication technology is used daily to support learning. A range of software is used to assist the development of reading, phonics, number, sorting, matching and sequencing. Children control the mouse to draw circles and straight lines. They learn to click select, drag pictures, find numbers and letters on the keyboard, type their name and complete a simple program. They are taught to use the tape recorder independently. They know that switches control a wide range of machines, such as CD players and video recorders. Their knowledge of the recent past develops as they learn about modern and older style equipment.

Physical development

92. Children respond well to rhythm, music and stories by means of movement and gestures, and start and stop on request. During the inspection, children demonstrated their ability to move with confidence, imagination, control and co-ordination, in safety, with an awareness of others, in the hall and outside. Very good adult support and high expectations led to very good learning for all pupils and developed their skills and self-esteem. They showed respect for other children's personal space. Social skills were developed, as children used a range of small equipment, such as bats and bean bags, to practice their throwing and catching skills. Children progressively develop their skills in using a range of small and large equipment. Gradually, they learn to travel around, under, over and through balancing and climbing equipment. They climb on to apparatus, balance and jump off safely and use large apparatus to perfect the skills taught. Most children apply a very good level of physical effort to their work. They learn about the importance of exercise and a healthy diet and recognise changes that happen to their bodies, when they are active.
93. Physical skills in the classroom are taught very well. With support, children engage in activities requiring hand/eye co-ordination and use one-handed tools and equipment safely. Children demonstrate increasing skill and control in handling tools, objects and malleable materials safely. They handle construction equipment, pencils, paints and scissors with good levels of dexterity and accuracy. During the inspection, they

created a zig-zag patterned Easter egg, practiced formation of 'v' and 'w', cut out the egg, punched a hole in it and threaded wool through it to hang on an Easter tree. In the secure external area, which is used throughout the day as an outdoor classroom, they use climbing equipment and wheeled vehicles.

Creative development

94. Children's creativity is developed within stimulating learning areas which are well organised and resourced. All children show great interest in what they see, hear, smell, touch and feel. Good displays focus on the topics that children are exploring and children's own work. During the inspection, they explored colour, texture, shape, space and form in two dimensions, as they painted fire engines and police cars, using blue and green paint to sponge print the background in the style of Stephen Lambert's illustrations in 'The Train Ride'. They mixed paint to stipple on to a sponged background. Children were encouraged to observe closely as they drew a hot cross bun, on display, and began to add detail and shading. Their skill in cutting different types of paper and joining card, paper and boxes is developing well, as a result of adult guidance and support. Children work well together in groups, negotiating plans and ideas and selecting appropriate resources. As adults work alongside children, they talk to them about their work, thereby developing appropriate vocabulary.
95. Children join in favourite songs and circle games with enthusiasm and demonstrate good control as they tap out rhythms. During the inspection, they concentrated on tempo as they sang the songs, 'Clap hands, follow me', 'Wind the Bobbin Up' and 'The Grand Old Duke of York'. They also explored loud and quiet sounds with their voices, hands and instruments, learning how sounds can be changed. All children enjoy using instruments to provide rhythmic accompaniment to the singing of familiar songs. They listen to music from other cultures, recognise specific tunes and rhythmic patterns and explore long and short sounds. Adults encourage them to use their imaginations and communicate their ideas through music and role play. All children enjoyed making train actions in time to music, whilst following a story, 'The Train Ride'.

ENGLISH

96. Standards seen in reading and writing are close to national expectations in Year 2 and on track to meet expectations in the national tests this year. All pupils, including pupils with special educational needs, make good progress against their prior attainment and achieve well. Results in the 2002 National Curriculum tests for Year 2 in reading and writing matched the national average and the average for similar schools. However, too many pupils achieved level 1 in writing. Girls performed better than boys in 2002, but there are no significant differences between the attainment of boys and girls at the present time. In 2002, 84 per cent of pupils achieved the national standard in reading and 82 per cent in writing. This represents very good improvement since the last inspection, when pupils' attainment was below national expectations and progress was satisfactory, overall, but unsatisfactory for high attaining pupils.
97. HMI noted in January 2002 that standards in English were rising, but that teachers needed to increase the rigour and pace of improvement. Evidence from the inspection shows that standards of attainment are continuing to improve. There has been a strong input from the literacy consultant and continued emphasis on raising standards in reading, writing and spelling. Schemes of work have been developed in phonics, spelling and handwriting. Improved planning and teaching, and more systematic procedures for assessment and monitoring, are having a positive effect. This is

evident in the good progress made by all pupils in lessons and the improved quality of work in their books.

98. Standards in speaking and listening match those expected in Year 2. The majority of pupils listen carefully to each other and to adults, and respond well to questions and discussions. This was evident in a lesson in Year 1 when pupils listened intently to the story of 'The Hidden House' and discussed the characters and reasons for, or causes of, incidents in the story. Similarly, pupils in Year 2 discussed and compared story settings in Chinese traditional tales. The good use of focused questioning by most teachers and the expectation that all pupils will make an active contribution to discussion encourages most pupils to participate fully. During group reading sessions, pupils experience a variety of carefully selected material, which provides a range of contexts for formal and informal speech. There are planned opportunities for the development of speaking and listening skills during class discussions and paired and grouped activities in most subjects.
99. Standards in reading match those expected in Year 2. Pupils' attainment in reading is tracked and analysed and used to improve standards. Regular focused reading sessions and the use of structured reading schemes contribute to the improved standards achieved. A more consistent approach to the teaching of phonics is an important factor in pupils' progress and their growing ability to use phonics to read unfamiliar words. The standards achieved by pupils in reading owe much to the practice of adults, including parents, hearing pupils read individually on a regular basis. Every Tuesday morning, parents come into the school and read with their children for twenty minutes. Approximately 50 parents did so on the Tuesday during the inspection. The practice of pupils in Year 2 reading with children in the reception year, on a regular basis, appears to be mutually beneficial. Regular sessions in the school library successfully develop pupils' library skills and research skills. Pupils in Year 2 are beginning to scan for information and collate information obtained from more than one source. Higher-attaining pupils in Year 2 are beginning to appraise simple texts and predict what will happen next, using inference and deduction. Most pupils read regularly at home and parents are very supportive in hearing them read. In addition, several parents and volunteers from the community provide valuable help by coming into school on a regular basis to hear pupils read.
100. Standards in writing in Year 2 match those expected nationally. The school's focus on writing and the assessment and monitoring of unaided writing by pupils, twice a term, are having a positive effect on raising achievement. There are planned opportunities for writing in some other subjects, such as religious education, but opportunities for formal or imaginative writing in other subjects are often missed. The clear progression in pupils' learning from one year group to the next, and over time, is evidence that school's current emphasis is having a positive influence on standards.
101. The school places strong emphasis on spelling. Phonics are taught systematically from the reception year, and this is beginning to have an impact on spelling. Next term, there will be two sessions of phonics teaching, each week, when pupils are grouped across classes, according to their ability. The learning of weekly spellings and the on going assessment and monitoring of pupils' progress in spelling have a positive effect on standards. By the end of Year 2, there is clear evidence of the accurate use of a range of spelling patterns, on the part of most pupils, and many of their vocabulary choices are becoming more adventurous. The potential use of information and communication technology (ICT) to reinforce correct spelling is, at present, under used. Appropriate emphasis is placed on neat handwriting and presentation. Handwriting

becomes increasingly correctly formed, legible and neatly presented, as pupils move through the school.

102. The National Literacy Strategy is implemented well in providing a structure for the progressive development of pupils' reading, writing and spelling skills. Resources for the literacy hour are adequate and help teachers to deliver the elements of the strategy effectively. Early literacy support, provided by well-trained teaching assistants is very effective in raising pupils' attainment. Additional support, by the headteacher, for higher-attaining pupils is resulting in more pupils achieving higher levels. Marking is supportive and usually identifies ways in which pupils can improve further. Literacy contributes to pupils' spiritual development through their appreciation of the writings of others and the expression of their thoughts and feelings, in speech and writing. Class discussions and group and paired work aid pupils' social development. Moral issues are considered as they arise and the study of texts from a range of countries and cultures enhances pupils' cultural development.
103. The quality of teaching and learning is very good. The strengths of teaching are teachers' very good subject knowledge and planning, and the strong emphasis on the teaching of phonics, reading, spelling, writing and handwriting. Teachers have very high expectations and manage pupils very well. Teaching methods are very effective and time, support staff and resources are used very well. The quality and use of on going assessment is very good and homework is used to support and extend learning in spelling and reading. These strengths inspire pupils to apply intellectual and creative effort to their work. They are interested and enthusiastic and concentrate fully. All pupils, including pupils with special educational needs and higher-attaining pupils make good progress and achieve well. Their acquisition of knowledge, skills and understanding is very good and they have a good knowledge of their own learning.
104. The curriculum is enriched by book weeks, when staff and pupils dress up as book characters, and visiting authors, poets and storytellers conduct workshops. There is also a Christmas production. Equality of access for all pupils, including pupils with special educational needs and more able pupils, is very good. Procedures for the assessment of pupils' attainment and progress are good and assessment information is used well to guide curriculum planning. There are very good procedures in place for monitoring pupils' subject performance. The subject leader monitors teaching and learning in the classroom, teachers' planning and all aspects of pupils' work.
105. Leadership and management of English are very good. The co-ordinator is experienced and knowledgeable and provides very good support for staff. Her leadership displays very clear educational direction. She has been instrumental in helping to raise standards, through the introduction of initiatives such as, 'Jolly Phonics', the 'Jump Ahead' programme and enrichment work for more able pupils. Areas for future development include the increased use of ICT to support literacy, and the purchase of more non-fiction books.

MATHEMATICS

106. Results in the 2002 National Curriculum tests in mathematics were below those expected nationally for seven-year-olds and also below the average for similar schools. Although this pattern has continued since 2000 the results follow an upward trend and represent an improvement compared with those found in recent years. The school expects to see an improvement this year. This is as a result of strategies that have been implemented to develop the curriculum, track pupils' progress, extend higher-

attaining pupils and provide extra support for those pupils previously working at level 1 so that attainment is better.

107. Progress in the subject, since the last inspection, is good. Strategies have been put in place to help pupils fully develop the skills required by the changes made to the National Tests for 2003. These strategies include more emphasis on using and applying mathematics and on showing working and methods of calculation. It is unclear, as yet, how these changes will affect results generally and the school's results in particular. The school is confident however, that it now has the knowledge and expertise to respond to change.
108. Inspectors' findings show that Year 2 pupils achieve a standard of work that is in line with that expected of pupils of their age. Most average ability pupils confidently count on and back in tens from a given two digit number and they are developing good mental strategies for solving problems. Higher-attaining pupils do this well with three digit numbers and use multiplication tables or repeated addition to solve problems. They know which unit of measure to use for length and mass and do this with a fair degree of accuracy. They describe the purpose of a range of graphs and charts, and discuss and label axes. Most pupils correctly answer questions about their graphs and higher-attaining pupils accurately interpret data, explain results and begin to pose their own questions. Lower-attaining pupils practice addition with growing confidence, using doubling and near doubling of two digit numbers, in a variety of game situations. They accurately record their results on a reusable number line and discuss their work using appropriate mathematical vocabulary. Pupils of average ability in Year 1 begin to recognise the relationship between addition and subtraction. They use coins to accurately calculate change either by subtracting or by counting on to ten. They know which coins can be used to total a given amount.
109. Pupils make sound progress overall with good progress being made in Year 2. However, during the inspection, lower-attaining pupils in one Year 1 class made particularly good progress in problem solving. They discovered the unknown number in an addition sum where the answer is already known. With support they worked practically in different ways, subtracting, counting on or back and explaining how they arrived at their answer. Pupils used an appropriate floor size number line and large-scale coins that helped them to achieve success.
110. The quality of teaching seen ranged from satisfactory to very good with most being good. The good quality of teaching is having a positive impact on pupils' achievement, which is good. Work is linked to the National Numeracy Strategy, appropriately differentiated and most pupils are effectively challenged. Teachers are becoming increasingly confident in teaching the strategy and use the oral session and the opportunity for direct teaching to good effect. Most teachers use the plenary session well to assess pupils' understanding and provide good opportunities for pupils to explain their work. Mistakes are well used by teachers to illustrate teaching points without undermining pupils' confidence. Lower-attaining pupils in Year 2 are well supported by classroom assistants and by special withdrawal support from the headteacher. They are encouraged to enjoy mathematics and to develop a range of useful strategies for making rapid mental calculations. Pupils with special educational needs achieve well and make good progress.
111. Where teaching is good, concepts are clearly explained, lessons are well paced and closely linked to the very good scheme of work. In these lessons activities are well matched to pupils' abilities. Where teaching is less good there is some mismatch of

pupils' abilities to some of the tasks they are given to undertake. This results in these pupils not being appropriately challenged which therefore slows their progress.

112. Numeracy skills are developed effectively. Through the information and communication technology (ICT) curriculum, pupils in Year 1 and Year 2 use ICT with increasing confidence to support and enhance their learning in mathematics. Year 1 pupils estimate length and consolidate their understanding of direction and rotation through using the '2 Simple' computer program. Those in Year 2 create a range of graphs and tables and explain why some of these are more appropriate than others for representing their data. Although scrutiny of past work showed evidence of mathematical skills being developed in design and technology and in science, the school recognises the need to consistently plan opportunities for developing numeracy skills across the whole curriculum.
113. The leadership of the subject is very good and this is having a positive impact on provision. A high level of consultancy support from the Local Education Authority combined with the knowledge and enthusiasm of the new co-ordinator has led to effective implementation of the National Numeracy Strategy. This is supported by a new scheme of work. Long and medium-term planning is very good and short-term planning is due to be reviewed. Resources are good and these are appropriately used to enhance learning. Assessment procedures are good and an effective tracking system allows teachers to monitor pupils' performance and plan appropriate intervention. The co-ordinator feels that these developments, combined with staff training and a focus on developing pupils' mental strategies, has improved teaching and learning and is likely to have a positive effect on standards.

SCIENCE

114. The previous inspection reported that attainment in science was in line with national averages by the end of Year 2. Teachers' assessments in 2002 indicate that attainment was below national averages when compared with similar schools and with all schools nationally. However, discussions with pupils about their work, and scrutiny of their books, suggests that most are in line to achieve the expected Level 2 this year, although very few will achieve the higher Level 3. This means that the criticism in the last report has not been successfully addressed, namely that standards achieved by higher-attaining pupils are not high enough. Pupils get a good start in the reception classes, and most, including those with special educational needs make sound progress after that, but more should be making good progress in order to reach the higher levels.
115. At present, the school has a system of 'blocking' science so that it is only taught at certain times each term. This meant that at the time of this inspection no science lessons were taking place, so it is not possible to judge teaching in the subject except by assessing its impact on pupils' learning. It is clear when talking to pupils that science does not play a central part in the curriculum, so that their enthusiasm for the subject is limited, as is their knowledge and understanding beyond a fairly basic level. There is very limited evidence of information and communications technology being used in the subject.
116. By the end of Year 2 most pupils have received a sound grounding in the different aspects of science. They describe the basic conditions needed for life such as water, food and air, and understand that some creatures have different habitats. They have sorted materials into different groups according to properties such as hardness or transparency, and some of the higher-attaining pupils explain which can be changed by

such processes as heating or bending. For example, in one book a pupil had described wood in this way. 'It is hard and solid but you can cut it and curve it. It is tough but you can sand it smooth.' Pupils have described different light sources and higher-attaining pupils are beginning to understand how a light bulb works. For example, one pupil wrote, 'light bulbs get hot when the electricity is going through the filament.' They have carried out simple experiments such as testing materials to see which are magnetic, and some make predictions and draw sound conclusions from their experiment. However, even higher-attaining pupils are not clear about what constitutes a fair test, and have difficulty in recalling an occasion when they have helped to devise their own test, or made suggestions to improve it.

117. Pupils in Year 1 build on the good start made in reception with such activities as investigating which toys push and which pull. In their topic 'Ourselves' they have drawn a face and named the different parts. They have investigated a range of liquids such as handcream and shampoo to see which will run the fastest, and recorded the results using pictures. They are also beginning to tabulate results using simple charts and tick lists, for instance when identifying hard and soft objects.
118. There is some good cross-curricular work on display, for instance the visit to the Weald and Downland museum inspired work in art, history and geography as well as reinforcing science work on materials used for building. Good use is being made of the school's digital camera, for example when photographing things around the school made of different materials. A picture of the area outside a Year 1 classroom has the caption, 'This is the decking'. It is made of wood, metal and plastic.' Work on display shows that every pupil's contribution is valued including those with special needs, or who are at the very early stages of writing. Good links are made with health education through such things as the study of different food types, or the visit from a nurse to talk about what happens to our bodies as we get older. Overall the subject makes a sound contribution to pupils' personal development and to literacy, but more use could be made of numeracy and information and technology skills. It is clear too that opportunities are missed to develop critical and evaluative skills, and to engender a sense of excitement at the wonders of the scientific world.
119. The co-ordinator, who was absent through illness at the time of the inspection, has written a good scheme of work that identifies opportunities for scientific enquiry as well as key learning objectives for each unit of work and the levels expected for each year group. A sound system of assessment is also included, and this should have a positive impact on standards when it is fully embedded. The school now needs to find ways of making science more central to the work of the school to ensure that standards, particularly for high attaining pupils, are raised, and so that the benefits of a vigorous science curriculum are more widely reflected in other subjects. Science resources are satisfactory.

ART AND DESIGN

120. The last inspection found that pupils throughout the school achieved very high standards in art. This is still the case, and by the end of Year 2 most exceed the standards expected of pupils of seven years of age. Although only one art lesson was observed during this inspection, there is ample evidence of these high standards to be found in displays and in portfolios of collected work.
121. By the end of Year 2 pupils have been introduced to a wide range of materials and techniques, and talk confidently about such things as colour mixing, applying paint in layers or using pastels to create special effects. On the walls and in portfolios of

collected work, there are many carefully observed drawings of both natural and man-made objects that show clearly the pupils' developing skills. There are many examples of the way pupils are encouraged to develop their ideas using different materials, such as using pastels and collage in their pictures of 'Fantastic Mr Fox', or developing paintings from an initial sketch of an old house. Pupils have used the image of a snail to create patterns, prints, collage and textile pictures of high quality.

122. Year 1 pupils have produced computer-designed images in the style of the artist Kandinsky, and have used the same program to create pictures of an old house seen during a visit to a museum. There are some lively, colourful paintings of the 'troll' from the story of 'Three Billy Goats Gruff' inspired by work in literacy lessons. Art is often used in conjunction with stories or poems and good use is made of computer programs so the subject makes a good contribution to the development of literacy and information and communication technology skills.
123. There are a wealth of attractive displays in corridors and classrooms from reception upwards. Art clearly plays an important part in the life of the school and is used to enhance learning in many other areas of the curriculum such as history, geography and religious education. Pupils enjoy the activities and all, including those with special educational needs and those with a special talent make good progress. The subject also makes a very good contribution to pupils' personal development, because pupils handle the good range of resources confidently, work well together, and often show a disciplined approach to creating works of art.
124. Teaching and learning are good because the school has historically had high standards and teachers gain confidence from an atmosphere where art is valued as a very important subject area. Many opportunities to enrich the curriculum are exploited, such as using the school grounds for observational work and bringing in visiting artists to help with particular projects. A good example of this is the display of clay hands, some of which were used in the permanent water feature in the entrance hall. The headteacher, who is also the art co-ordinator, provides a good role model with his own expertise and enthusiasm. Artwork is displayed in a way that inspires pupils and staff to strive for high standards and celebrate achievement.
125. Nevertheless, there are areas that can be improved. There are few opportunities for pupils to be involved in the display of their own work, and few examples of pupils commenting on similarities or differences or saying which is their favourite picture and why. In the lesson observed, pupils showed good skill in working with pastels, crayons or paint, but found it difficult to discuss the particular qualities of each. There is no scheme of work. The co-ordinator needs to put in place a structure that will ensure a systematic development of skills and knowledge throughout the school, which will recognise and celebrate the excellent work going on and will ensure that this is firmly embedded in policy as well as practice. Resources for art are good.

DESIGN AND TECHNOLOGY

126. Due to the school timetable it was not possible to observe any lessons in the subject. Judgements are based on the scrutiny of pupils' past work, teachers' planning and talking with pupils and teachers. From this limited evidence, standards of attainment seen are judged to be broadly in line with national expectations for pupils at the age of seven. Overall, achievement and progress are satisfactory, but pupils capable of higher attainment are underachieving. In discussion with pupils they demonstrate little understanding of the different methods used in joining materials together and of using a range of tools. Pupils do not formally evaluate their own work and that of others or plan

for improvement to their designs. This suggests that despite the subject being taught satisfactorily there are gaps in their skills, knowledge and understanding. Standards are similar to those found at the time of the last inspection.

127. In discussion with groups of pupils from Years 1 and 2, it is clear that whilst some of their work such as boat making in Year 2 has been broadly satisfactory, their overall experiences of a wide range of design and make activities are limited. Planning is often basic and pupils have little experience of experimenting with different finishing techniques. Pupils in Year 1 make houses for a story character. They use construction kits to first develop an understanding of how corners are constructed. Houses are then made using strips of clay. However, planning is undertaken as a whole class exercise and there are limited opportunities for pupils to experiment and choose materials and joining methods for themselves.
128. The urgent need for the school to raise standards in core subjects has resulted in design and technology being given a lower priority. The co-ordinator is presently on long-term absence due to illness and there is no adequate scheme of work for teachers to follow. There is no system for monitoring and supporting teaching or for assessing pupils' attainment and progress. This situation is broadly the same as it was when the school was last inspected.
129. No teaching was observed during the inspection and therefore there was insufficient evidence to make a firm judgement. Scrutiny of past work suggests that some satisfactory and often good teaching has taken place in Year 2. A past project to make a big book for other pupils to read that was based on the experiences of making wheeled vehicles is an example of good cross-curricular planning and good use of the subject for the promotion of key skills. Teachers' planning files indicate that when design and technology is taught, part of a commercial scheme of work is used. Nevertheless, planning is inconsistent, there is insufficient attention to continuity and progression and inadequate coverage of the programme of study. There is also a lack of basic skills teaching in the subject generally throughout the school. The school is aware of the need to address this through its action plan as a matter of some urgency.
130. Opportunities for pupils to develop other subject skills through the subject have not been formally identified, although evidence of past work in Year 2 indicates that a cross-curricular approach was used for the project on making wheeled vehicles. This worked was well linked to literacy, science and mathematics. Resources are satisfactory.

GEOGRAPHY

131. Due to the school's timetabling arrangements no geography lessons were seen during the inspection. An analysis of pupils' work and teachers' planning and discussions with the subject leader and pupils indicate that standards match those expected nationally. This represents good improvement since the last inspection when standards were below national expectations. Progress for all pupils, including pupils with special educational needs, is good and all pupils achieve well.
132. There is a good scheme of work that corresponds to National Curriculum levels and includes challenging tasks for higher-attaining pupils. Appropriate emphasis is placed on mapping skills, geographical enquiry skills and the use of geographical vocabulary. The scheme of work is based on a two-year cycle, in order to ensure coverage in a mixed age class. In the first year, pupils investigate the local area. Year 1 pupils make sound observations about physical and human features and express their views on

them. Pupils in Year 2 competently describe and compare physical and human features and offer explanations for the location of these features. Pupils' understanding of places beyond their locality, and other cultures, develops as they study contrasting places in the United Kingdom and in Europe. In the second year, their understanding of countries further afield develops as they study a variety of foods and the countries that produce them.

133. It is not possible to make an overall judgement on teaching and learning. Available written work and discussion with the subject leader and pupils suggests that teaching and learning are satisfactory. The quality and range of learning opportunities are satisfactory. The subject contributes to pupils' literacy development through discussions and writing and to pupils' cultural development through the study of places around the world. Equality of access and opportunity is very good for all pupils and provision for all pupils, including pupils with special educational needs and more able pupils, is good. Procedures for assessing pupils' attainment and progress and the use of assessment to inform curriculum planning are good. The monitoring of the subject's performance is satisfactory.
134. Leadership and management are satisfactory. The recently appointed co-ordinator has produced a good scheme of work, which reflects the school's aims and values. The priorities for development are appropriate and the action taken to meet the school's targets is good. Areas for development include the increased use of information and communication technology and the monitoring of teaching and learning.

HISTORY

135. Standards in history have improved since the time of the last inspection when they were judged as being below expectations by the end of Year 2. Although only two lessons were observed during this inspection, enough evidence was gathered from pupils' work, teachers planning and discussions with pupils and staff to say with confidence that standards are now in line with national expectations. All pupils, including those with special educational needs make at least satisfactory progress. Pupils' achievement is good.
136. By the end of Year 2, pupils understand that the past can be divided into different periods and that these periods have similarities and differences. They know, for example, that people in Victorian times did not have the benefit of electricity so had to make more use of other forms of heat and light such as candles. Higher-attaining pupils confidently compare Tudor and Victorian times and know approximately how long ago and in what century the main events of these periods took place. Most pupils understand that we learn about history from different sources and all make simple observations about artefacts used in earlier times. Their writing skills are in line with expectations for pupils of their age, and their representational skills, particularly in detailed observational drawings of artefacts or old buildings, are above average.
137. Pupils in Year 1 distinguish between the present and the past, for instance when looking at different generations of their families. They use some of the correct vocabulary and understand that history is about 'a long time ago.' Pupils compare old and new objects and draw simple conclusions from their observations. For instance, one pupil when looking at a china clay hot water bottle observed, 'It couldn't be like ours because they didn't have plastic.'
138. Teaching is never less than satisfactory and sometimes good. The strongest aspect is the way teachers are very aware of the need to introduce first-hand evidence to the

pupils from an early stage. In a Year 1 lesson the teacher skilfully encouraged all the pupils to say something about an old cooking pot, and then introduced the idea of a 'history mystery' to get the pupils to guess what various objects might have been used for. This approach was successful in promoting thinking and speaking skills as well as making the lesson enjoyable and relevant for all. Role-play and 'hot seating' where one pupil or the teacher assumes the character of a person from the past is also used successfully. For instance, in a Year 2 lesson the teacher had dressed up as a Victorian washerwoman and answered the pupils' questions about her life. This strategy is very successful in bringing history alive for the pupils.

139. The co-ordinator is relatively inexperienced but has a good understanding of the subject and sound ideas for development. She now needs to be given the opportunity to develop her role to include closer monitoring of teaching and learning in order to ensure that there is a systematic progression in skills and knowledge throughout the school. She has produced a detailed scheme of work that sets out clearly what skills and knowledge can be expected at the end of each year. It also identifies ways in which pupils' success in meeting the targets for each unit of work can be assessed. However, there is still a tendency for too much overlap between Years 1 and 2 so that some learning is repeated rather than being extended. For example, in the lessons where artefacts were being looked at it was difficult to see how the lesson aims for the Year 2 class were different from those of the Year 1 class. The use of information and communications technology is underdeveloped in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

140. As a result of school timetabling arrangements, only one Year 2 lesson and part of a Year 1 lesson was observed during the inspection. Judgement is based on these observations, scrutiny of pupils' work, teachers' planning and on discussion with teachers and pupils. In discussion with pupils it is clear that although they are now making steady progress and there is evidence of good achievement both at the time of the inspection and in previous work, there are gaps in their knowledge, particularly in relation to problem solving, modelling and simulation. At the end of Year 2, pupils' work in word processing is below the standard expected for their age.
141. The previous inspection report found that standards in information and communication technology (ICT) were below those expected nationally. Current findings indicate an improvement in the situation. Standards of work seen during the inspection were broadly in line with those expected nationally for seven-year-olds and some examples of good work were observed. The school has correctly identified areas for development in the subject and some of these are already being effectively addressed.
142. Pupils have a good attitude to the subject and their standard of attainment in lessons seen was good. In a Year 1 class, pupils competently use an early Logo program to plot a journey. They estimate the appropriate units of length needed to reach the turn and move the turtle right and left through 90 degrees. Pupils in Year 2 handle data with increasing confidence. They consider a range of graphs before choosing the most appropriate one for their purpose. They begin to observe the way in which changing variables affects the shape of the graph.

143. The quality of teaching in the limited number of lessons observed during the inspection was good. These lessons were well planned and interesting and tasks were well matched to pupils' ability. These factors, combined with good subject knowledge and appropriate pace ensured that pupils of all abilities made good progress. Pupils' work from different classes and age groups displayed in the school was of a good standard and this suggests that teaching in the subject generally is at least satisfactory.
144. The subject is well led and managed. The new co-ordinator has correctly identified the need to focus on training and support for teaching staff in order to raise standards in the subject. She is aware of the deficiencies of resources in the school, particularly the appropriate software needed to ensure that all curriculum requirements are fully met. The need to remedy this has been identified as a priority. There is a very good scheme of work that includes well-differentiated activities, opportunities for pupil assessment and examples of levels of achievement. The co-ordinator believes that the new timetabling arrangements for using the computer suite in the junior school are already having an impact on raising standards in the subject. This, in addition to the recent appointment of a teaching assistant skilled in the use of ICT, will help teachers more effectively deliver the programme of study. The co-ordinator is aware of the need to promote the key skills of numeracy and literacy through her subject and to develop the use of ICT in other subjects.

MUSIC

145. Due to the school's timetable arrangements it was not possible to make clear judgements on all the strands of the music curriculum and not all classes could be seen. During the inspection the focus for music was on singing and accompaniment using tuned and untuned musical instruments.
146. By the age of seven, standards of attainment are line with national expectations and better than those of the last inspection. Pupils, including those with special educational needs make good progress and their achievement is good. This is an improvement since the last inspection.
147. Pupils sing songs well from memory. This skill is used effectively in assemblies where pupils' singing is melodic and in tune with the piano. They frequently sing without musical accompaniment. At these times their voices are appropriately pitched and clear. Singing of a high standard is seen when pupils sing hymns in rounds and with simple harmonies. All pupils irrespective of age or ability try their best and enjoy singing. Pupils concentrate on the teacher conducting and are beginning to change the dynamics accordingly.
148. In Year 2, pupils distinguish high from low notes in a song 'Goldilocks and the three bears'. They listen attentively and identify and order songs with simple structures such as beginning, middle and ends. Using chimes and xylophones pupils correctly repeat short and long patterns and keep to rhythm and tempo. When listening to professional singing most pupils are beginning to identify simple accompanying tunes from the main tune. Using knowledge gained from previous lessons pupils represent sounds in dots, dashes, wavy lines, thick and thin lines. They are beginning to explain why they have chosen their symbols and the modifications they would make if it does not work. Whilst not all pupils are accurate in their suggestions, higher-attaining pupils suggest that musical notation could be used. Pupils are familiar with the names of simple untuned musical instruments and are beginning to use the names of some tuned instruments such as a xylophone, glockenspiel, piano and guitar. They collect and use instruments with care. Pupils in Year 1 sing in unison and follow simple rounds well. They

competently accompany their singing using chimes, triangles and drums. Two higher-attaining pupils correctly played a chromatic scale on their xylophones. All pupils listen well when their teacher tells them a story. They play their instruments at suitable places when conducted by the teacher.

149. Overall, the quality of teaching is good and never less than satisfactory. In one lesson and during hymn practice very good teaching was seen. Very good teaching is characterised by very secure subject knowledge and understanding of how pupils learn best. Lessons are exciting and all pupils are encouraged to join in and try their best. Praise and encouragement is used well and good class management ensures that lessons start and finish on time and pupils make progress. This is an improvement since the last inspection. Where teaching is not so effective, although still satisfactory, routines and expectations have not been tightly established and reinforced. Because of this, pupils with more challenging behaviour, slow the pace of the lesson while the teacher has to stop teaching and deals with the interruption.
150. The co-ordinator for music is not a specialist. However, the management of the subject is good and clearly reflects her interest in the subject. This is an improvement since the last inspection. The co-ordinator recognises that there is still more to be done to improve the provision for music throughout the school but good progress has been made, particularly in singing and pupils' enjoyment of music. A scheme of work has been introduced that is soon to be reviewed and modified to ensure that skills are developed as pupils get older, that assessment is secure and that cross-curricular links are made. The budget for the subject is small and this limits the more rapid replacement of old and damaged instruments and the purchase of compact discs and instruments from a range of ethnic groups. Whilst progress has been made, resources for music require further development. There are no pupils learning musical instruments in school or instrumental groups such as recorders.

PHYSICAL EDUCATION

151. By the age of seven, standards of attainment are in line with national expectations. Standards have improved slightly since the last inspection because the management of pupils who may cause disruption is generally more effective and therefore their education and that of their class is not disrupted so much.
152. The focus for lessons during the inspection was games skills linked with gymnastics skills. Most seven-year-olds, including those with special educational needs, make good progress and achieve well. Pupils listen well to instructions and know routines for getting changed sensibly. During the inspection, all pupils were suitably dressed and this ensured that they were capable of taking a full part in the lessons. Pupils use warm-up sessions effectively, gradually stretching joints and muscles. Pupils explain clearly the reason for warming up and cooling down. Most see these activities as a natural part of their lessons. They work well and show good co-ordination and control when performing star jumps, tucked-jumps, pin rolls and pin shapes. As lessons progress,, pupils begin to explore compently simple actions such as turns, twists and jumps. They link these actions well when developing a series of movements; using space well and avoiding each other. In team games most pupils work confidently together passing a large soft ball over their heads and between their legs. They encourage each other enthusiastically. However, not all pupils pay enough attention but they are soon encouraged by their friends to 'wake up'. Pupils enjoy winning and eagerly encourage their teacher if they don't win so that they can try again. Younger pupils develop similar skills as older pupils and are beginning to link skills together succesfully in a sequence. They enjoy playing team games and work hard to get into

teams of three, four and five on a given signal from their teacher when they move freely around the hall. However, there is still a small number of pupils in the Year 1 that have yet to learn their teacher's expectations. These pupils lack attention, chat and generally do not try so hard as the majority of the class. By the end of lessons the vast majority of pupils have made good progress. The improved organisation of lessons ensures that pupils' learning is at least satisfactory in Year 1 and very good in Year 2.

153. Overall, the quality of teaching is good and better than at the time of the last inspection. Teachers have secure subject knowledge and this is reflected in the clear planning that highlights the learning intentions and the way activities will progress. Where teaching is very good the teacher gives very clear examples and guidance, works well with pupils, uses praise and involves pupils in demonstrations. The pace of lessons is brisk, and pupils are kept on task. In the best lessons support staff work well with pupils lacking confidence and contribute greatly to pupils' learning and their good progress and achievement. Where lessons are less successful, teachers have to deal with pupils who lack attention and sometimes chat rather than listen. This is because the teacher's expectations have not been securely established.
154. Physical education is currently managed satisfactorily by the headteacher. The thrust for improvement in the subject is to develop links with other subjects and staff expertise. Physical education focuses strongly in the school improvement plan. The scheme of work is in place but this is to be reviewed and modified to ensure it meets the needs of all pupils. In the summer and spring term, action involves the school working with an advanced skills teacher to provide staff training over 10 sessions in and out of the classroom. Financial implications for the subject are heavy. Better resources have been earmarked and steps have already been taken to improve storage facilities ready for their arrival.