

INSPECTION REPORT

SALEHURST CE PRIMARY SCHOOL

Robertsbridge

LEA area: East Sussex

Unique reference number: 114521

Headteacher: Mrs L Pratt

Reporting inspector: Mr J G Quinn
15676

Dates of inspection: 19th-22nd May 2003

Inspection number: 251695

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed

School address: George Hill
Robertsbridge
East Sussex

Postcode: TN32 5BU

Telephone number: 01580 880288

Fax number: 01580 881455

Appropriate authority: Governing body

Name of chair of governors: Mrs K Ripley

Date of previous inspection: 18 - 21 May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15676	J G Quinn	Registered inspector	Science Geography History Physical education Foundation Stage	What sort of a school is it? How high are standards? How well is the school led and managed? School improvement and effectiveness
9519	S Pritchard	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20614	D Kimber	Team inspector	Mathematics Art and design Information and communication technology Special educational needs	How well are pupils taught?
22778	A Shannon	Team inspector	English Design and technology Music Religious education Equal opportunities and educational inclusion	How good are curricular and other opportunities?

The inspection contractor was:

Full Circle division of Parkman
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

7

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

12

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

15

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

17

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

19

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

21

HOW WELL IS THE SCHOOL LED AND MANAGED?

22

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25

PART C: SCHOOL DATA AND INDICATORS

26

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a slightly smaller than average primary school situated in the village of Robertsbridge, approximately nine miles from Hastings. There are 194 boys and girls on roll the majority of whom come from mainly privately-owned homes in the school's immediate area. There are very few pupils from families of ethnic minority and none who speak English as an additional language. Three pupils are from travelling families. A below average proportion of pupils have special educational needs at 12.5 per cent and three of these have Statements of Special Educational Needs. Nine per cent of pupils are entitled to free school meals which is below average.

Children are admitted to the reception class at the beginning of the school year when their fifth birthday occurs. The majority attends local playgroups and private nurseries prior to admission to reception. Attainment on entry is above that found in most other schools throughout the local authority. There are currently 14 children in the reception class which is uncharacteristically low when compared to previous years. All attend full time.

There were many changes of teacher at Key Stage 2 in the period immediately following the last inspection due to staff illness, but staffing is now more settled. There is an above average level of pupil mobility with 12 pupils leaving the school and 16 entering over the past year, other than at the usual time of admission.

HOW GOOD THE SCHOOL IS

This is an effective school with many strengths and few weaknesses. It serves its pupils and its community well. Pupils attain above average standards in many subjects by the time they leave the school at age 11 as the result of good teaching and strong purposeful leadership, which focuses clearly on raising and maintaining high standards. Taking all appropriate factors into account, the school provides good value for money.

What the school does well

- The school achieves above average standards in many subjects by the time pupils leave the school at age 11.
- There is a high proportion of effective teaching with some that is very good.
- The head teacher provides exceptionally good leadership and manages all areas of the school's work very well indeed, with strong support from staff and governors.
- There is a very positive ethos for learning and a strong focus on attaining high standards.
- Provision for pupils with special educational needs is very good and that for pupils with Statements of special educational needs is excellent.
- Support staff work closely with teachers and make a very good contribution to pupils' learning.
- Pupils' attitudes to their work, their personal development and the quality of relationships are very good.
- The school works very productively with neighbouring schools and colleges.
- Provision for all aspects of pupils' personal development is very good.
- The school takes very good care of its pupils and monitors their academic and personal progress very well.
- Parents have confidence in the school and support its work strongly.

What could be improved

- There are weaknesses in reception including the way basic skills of literacy and numeracy are taught and the way children's learning is assessed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1998. Since then it has made good progress. There are high standards in many subjects as there were at the time of the previous inspection. In terms of the key issues for improvement, teachers now use a greater variety of teaching methods and there is greater consistency in approach throughout the school. They assess pupils' progress more thoroughly and make better use of this information to group pupils by ability, thereby responding to their learning needs more precisely. The way in which teachers respond to pupils' work has improved and now contains helpful comments to pupils on how they might make their work better, although there is still some variation in the quality of marking throughout the school. There has been some progress in pupils evaluating their own work, and this is developing further. Teaching for pupils in Years 3 to 6 has improved but provision for children in reception is not as good as it was.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2003	
English	C	B	C	B	well above average A above average B average C below average D well below average E
mathematics	B	B	C	C	
science	B	B	D	D	

National test results at age 11 have improved at a similar rate to all schools nationally over the past five years, but fell in 2002 as the result of a turbulent period following the last inspection, when there were frequent changes of staff at Key Stage 2 particularly. Nevertheless, results in English and mathematics were average when compared to all schools nationally and above average and average respectively when compared to schools with similar characteristics across the country. Pupils did least well in science, where they were below average nationally and below those for similar schools. Statutory targets in English and mathematics were set too high and were not achieved.

National test results for pupils aged seven have improved significantly between 2001 and 2002. They were well above average in reading and mathematics and above average in writing when compared to all schools and to schools that were similar. In science, teacher assessments were above average.

Standards are above average in mathematics and English at the ages of seven and 11. In science, they are above average at age 11 and average at seven. In design and technology and physical education, they are above average at the end of both key stages. In history and

geography, standards are average at seven and above average at age 11. In art, ICT and music they are similar to those found in all schools at both key stages. In religious education pupils achieve in line with the locally agreed syllabus for the subject. Pupils with special educational needs achieve particularly well and make very good progress towards targets identified in their individual work programmes.

Although children in reception are on course to achieve the standards expected in all areas of their learning by the time they enter Year 1 not all make the progress of which they are capable, particularly in the areas of literacy and numeracy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and to learning. They concentrate well in lessons and most are prepared to do their best.
Behaviour, in and out of classrooms	Pupils behave well in lessons and at other times around the school.
Personal development and relationships	Pupils relate very well to one another and to the adults who work with them. They respond very well to the responsibilities that are offered and develop an increasingly mature and sensible approach to many aspects of school life.
Attendance	Attendance is satisfactory. Most pupils arrive punctually at the start of the school day which enables lessons to begin promptly.

TEACHING AND LEARNING

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

Teaching is good overall and meets the needs of the majority of pupils well. In a small proportion of lessons teaching is unsatisfactory. There are examples of very good practice throughout Years 1 to 6 and is consistently most effective in Years 5 and 6 where teachers' expectations of pupils are particularly high. English and mathematics are taught well in Years 1 to 6, but there are weaknesses in reception. These are related to the way these subjects are taught, in the way children's learning is assessed and the way in which children's behaviour is managed. Many aspects of teaching are good with particular strengths in the way in which teachers work with teaching assistants, use resources and manage lessons. Although the plenary sessions at the end of lessons are often used well to check progress in learning, this does not consistently occur throughout the school. A minority of lessons are too long and this has an adverse effect on the pace of pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good overall with particular strengths in the provision of extra-curricular activities for pupils at Key Stage 2 and in personal, social and health education. The way in which the school works with its partner schools and colleges is also a very strong feature.
Provision for pupils with special educational needs	The school's provision for pupils with special educational needs is very good and that for pupils with Statements of Special Educational Needs is excellent. Early identification of pupils' specific learning requirements, followed by very effective support meets the needs of these pupils very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' development in each of these areas.
How well the school cares for its pupils	The school takes very good care of its pupils. There are many strong features including the tracking of pupils' personal and academic development.

The school works very well with parents and seeks to involve them in their children's learning in a variety of ways.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The headteacher provides exceptional leadership and manages the work of the school very well indeed. She is strongly supported in this by her senior management team and other members of staff.
How well the governors fulfil their responsibilities	The governors perform their functions well. They are closely involved with planning the strategic development of the school and through frequent visits they are becoming better acquainted with many aspects of the school's work.
The school's evaluation of its performance	The school analyses its performance very well. There is a clear understanding of the school's strengths and weaknesses and what action is needed to ensure further improvement.
The strategic use of resources	The school makes very good use of its resources including its budget and seeks to provide best value well, in important aspects of its provision.

The high number of well qualified and committed teaching and support staff together with the good quality resources enables the curriculum to be taught effectively. There are many

stimulating displays of pupils' work throughout the school but the organisation and displays in the reception class do not do enough to motivate or stimulate the interest of the children.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The progress that their children make. • Pupils behave well. • Teaching is good. • The school expects their children to work hard. • They would feel comfortable about approaching the school with questions or a problem. • The school is well led and managed. • The school helps their children to become mature and responsible. • The range of extra-curricular activities for Key Stage 2 pupils. 	<ul style="list-style-type: none"> • The amount of homework that their children are expected to do. • The information that they receive about their children's progress. • The range of activities for Key Stage 1 pupils, in addition to lessons. • The prospect of large class sizes in some year groups from the beginning of the next school year.

Inspection findings endorse the positive views of parents. However, they do not fully support the areas that parents would like to see improved. Parents are divided in their views on homework; some believe there to be too much and others too little and so any action the school takes in this area is unlikely to meet with widespread approval. The information that parents receive on the progress of their children is satisfactory and teachers are readily available to discuss any aspect of school with individual parents at mutually convenient times. There are few activities for Key Stage 1 pupils outside the school day which is not unusual for this age group, but there is an interesting range of visits and visitors to enhance their learning. The school is aware of parental concern about class sizes and is exploring ways to ameliorate this problem.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of most children on entry to reception is above what is typical for young children of this age. Children make good progress in reading and sound progress in their letter formation and in counting skills as the result of the attention that is placed upon these aspects. However, they do not make enough progress in all aspects of their learning because the classroom does not stimulate and challenge children sufficiently and they are not actively encouraged to use the key skills of literacy and numeracy widely in different contexts. Occasionally, the work is too easy and the overuse of photocopied sheets limits the response that children are able to make. Very good support is provided for a child with a Statement of Special Educational Needs who makes very good progress as a result. Staff have a sound understanding of the needs of young children but the systems for assessing children's progress in all aspects of their learning are insufficiently regular or rigorous. There are very good relationships with parents, many of whom have considerable confidence in the reception class and what it provides for their children. By the time they leave reception the majority of children are likely to achieve standards similar to most children of this age in all six nationally-prescribed areas of learning.
2. Year 2 pupils' performances have varied in the last three years because pupils' capabilities vary from year to year. In National Curriculum tests in 2002, Year 2 pupils' results in reading and mathematics were well above average and in writing they were above average. In science, results were above average. Results improved significantly in all three subjects between 2001 and 2002 and most noticeably in writing, due to the attention the school placed on improving this area.
3. Standards of work in Year 2 observed during the inspection exceed the national average in English and mathematics and are average in science. They are also above average in design and technology and physical education. In all other subjects they are in line with those found nationally. Pupils achieve well. The effects of the good teaching of basic skills in reading, writing and mathematics are evident throughout the school. Pupils' scientific understanding is satisfactory due to the investigative work which pupils are beginning to carry out under the direction of staff.
4. By Year 6 pupils have built on their skills well. Although national test results for 2002 were average in English and mathematics and below average in science, these were untypical due to the fact that this group of pupils had suffered from many changes of teacher at an earlier point in Key Stage 2. The targets set for English and mathematics for this group of pupils, were, therefore, too ambitious and were not achieved. Findings of the inspection reflect the results of previous years' tests which appear more typical. Results have improved at a similar rate to those in all schools over the past five years. Inspection evidence indicates above average standards in English, mathematics and science at age 11. They are also above average in design and technology, history, geography and physical education. In all other subjects they are similar to those found in all schools.
5. Standards are well above average in speaking and listening at Years 2 and 6 because of the many opportunities that teachers provide for pupils to communicate their ideas in this and in other subjects. Pupils are confident, therefore, in expressing their own views and most do so eloquently whether within the whole class or when working in

groups. Pupils develop their above average skills in reading and writing effectively through other subjects such as geography, history and religious education. Many pupils read well but some less able pupils at Key Stage 1 struggle with letter sounds as a means of decoding difficult words. Pupils at both key stages write for a range of purposes and with an increasing sense of writing for an audience. By Year 6 pupils edit and improve their work well.

6. Pupils make good progress in mathematics as they pass through the school as the result of good teaching. They develop confidence and a good understanding in all areas of the subject. However, pupils in Year 6 have too little opportunity to undertake independent investigations and problem-solving activities.
7. The attention that is placed upon experimental work in science is a strong contributory factor to the above average standards that pupils achieve by the time they leave the school at age 11. Pupils develop an increasingly clear view of how to complete an investigation in a systematic way as they progress through the school and by the time they leave at the age of 11 they carry out controlled tests for a range of purposes confidently.
8. Standards also improve because pupils use skills practised in literacy and numeracy lessons effectively in other subjects. For example, in history in Year 4 pupils use good quality reference books to find information. Pupils in most classes write accounts of their work in science and design and technology. They estimate and measure in these subjects too, as they progress through Key Stage 2. They measure materials when making things and create line and bar graphs to record their findings in science experiments. Standards are above average in physical education in Year 2 and Year 6 because teachers have sufficient understanding of the subject to provide good guidance which enables pupils to make good progress. In addition, the impressive range of extra-curricular sporting activities at Key Stage 2, including competitions against other schools, makes a significant contribution to standards.
9. Pupils' achievement is enhanced because in many lessons the teaching is interesting, practical activities are common and learning support staff help pupils to understand new ideas. Pupils are attentive and behave well as a result. Teachers make good use of the immediate environment to make learning more meaningful, for example, in geography where Years 5 and 6, pupils engaged in practical investigations based on the village in which they live.
10. Inspection evidence shows that both girls and boys have achieved similar standards and make similar progress in all National Curriculum subjects and religious education. Pupils with special educational needs make good progress in relation to the targets set for them as the result of the very effective support they receive in small groups or individually.
11. This is a good school that has identified most of its weaknesses and has realistic plans to improve further. The school sets challenging targets for itself in the school improvement plan and is on course to meet them.

Pupils' attitudes, values and personal development

12. Pupils behave well and have very good attitudes to their learning. They enjoy very good relationships with adults in school and relate very well to one another. As they feel safe, secure and valued, they are confident, outgoing and enjoy their time in

- school. Overall, this represents a similar picture to that seen at the time of the last inspection.
13. Pupils arrive at school eager and willing to work. Ninety-nine per cent of the very high number of parents responding to the pre-inspection survey agreed that their children meet the school's expectations by behaving well, working hard and doing their best. Pupils relish opportunities to learn and enjoy being presented with a challenge. In a very well taught Year 1 literacy lesson, for example, the task of putting together a class, non-fiction book captured the pupils' imagination. One group busily drew pictures for the front cover; another concentrated on the introduction, whilst a third group managed to put an index in alphabetical order. At the end of the lesson, the pupils listened attentively as others explained how they had tackled their work and overcome the problems encountered.
 14. The behaviour of pupils is generally good in lessons and throughout the school generally. This makes a significant contribution to pupils' learning and means that teachers can concentrate fully on the content of their lessons rather than having to maintain discipline. Pupils play well together in the playground. They run, skip and hop, play ball games and invite onlookers to join in. They observe school rules, resisting the temptation to roll down the grassy slope to the rear of the building, accepting this as a dangerous activity. Pupils respond very positively to the strong emphasis the school has on being helpful and kind to one another. Older pupils care for younger ones and encourage them to play in a friendly and purposeful manner. Pupils who are new to the school quickly assume the kind ways and the good standard of behaviour they witness in others. However, instances of children behaving particularly well in the reception class are less evident now than at the time of the last inspection. In whole-group sessions, some children behave inappropriately because they are unsure about what is acceptable and unacceptable behaviour.
 15. Pupils truly appreciate the significance of assemblies. They enter and leave the hall quietly and obediently in an orderly fashion. They realise that questions posed by the person leading the assembly are for each one of them to find answers to. They consider the moral aspect of a story and try to relate it to their own experiences. There are shared, social expectations in school that pupils recognise and are content to follow.
 16. No incidents of unkind behaviour or bullying were observed during the course of the inspection, neither was there any evidence of tension amongst individuals or groups. The school has not found it necessary to resort to exclusion in order to demonstrate its firm stand against all forms of anti-social, bullying or racist behaviour. Pupils at risk from further sanctions or exclusion are carefully monitored and supported but never humiliated; a practice praised by parents. Pupils accept the guidance they are given because they see it as a positive way out of an unhappy situation. This results in pupils being settled, secure and confident and who see it as their duty to seek help for someone who is injured, unwell or unhappy. The school has been very successful in creating a harmonious community where pupils, irrespective of their individual differences or attainment, get along very well. These very good relationships do much to enhance the learning opportunities of all pupils.
 17. Pupils continue to make very good gains in their personal development. The strongly held view of the parents who gave their opinions to inspectors was that their children had grown in maturity and independence during their time in school. Pupils work with an increasing degree of independence, wasting little time settling down to a planned task or activity. Teachers use a variety of approaches to promote pupils' personal skills. Some of the older pupils have, for example, tested out their writing on the

younger ones to find out whether it could be easily understood. As they get older, pupils show an ability to work at a level that goes beyond teacher instruction in order to acquire new knowledge. In Year 5, for example, inspired by lessons in art, history and science, pupils had gone home to paint in the style of Picasso, download information on Victorian schools, dissect parts of a flower and find unusual seedpods and sprouting husks. Pupils show a high degree of self-motivation.

18. The pupils' sense of loyalty and affection towards the school shows in their desire to improve it. Designing a painting for a mural to brighten up a once dull corner of the school attracted a high number of budding artists. Pupils seek responsibility by becoming school council members or by volunteering for everyday routines such as tidying classrooms and resources. They raise funds for school equipment as well as charitable causes. The older pupils engage in the democratic process of elections and committee meetings. This helps them develop the key concepts of citizenship, the right to express a view and to have it taken into account. Pupils have prompted governors and teachers into taking action to improve their playground and toilet facilities.
19. Pupils' attendance remains satisfactory. The main reason why it is no better than this is because not all parents realise what their children miss by being absent for reasons such as a holiday during term time. However, most parents agree their children like school and make an effort to get them there punctually each day.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching and learning are good and meet the needs of the majority of pupils well. This is similar to the position at the time of the last inspection. Teaching is good or better in two lessons out of three, with approximately one lesson in seven being very good. In a small proportion of lessons teaching is unsatisfactory. There are examples of very good practice throughout Years 1 to 6. It is consistently most effective in Years 5 and 6 when teachers' expectations of pupils are particularly high. Many aspects of teaching are good. Particular strengths include the ways in which teachers work closely with learning support staff; use resources well to engage pupils' interest and concentration; and manage the lessons.
21. Teaching from Year 1 to Year 6 is good in most subjects. In these year groups, another marked improvement since the last inspection is the increased use of day-to-day assessment to support pupils' learning. Short-term planning frequently reflects this when teachers modify lesson plans having considered the progress made by pupils in the previous lesson. Often there is good use of plenary sessions at the end of lessons in Years 1 to 6 to check progress in learning but this does not occur consistently throughout the school and across all subjects. Pupils' learning was enriched in a Key Stage 1 information and communication technology lesson when computers were closed down a few minutes before the end and the teacher reviewed with pupils what they had been doing. During the plenary in a Year 2 mathematics lesson pupils were asked to indicate how well they had understood the topic, and how well they thought they had progressed in the lesson. However, opportunities are often missed to use this part of the lesson to help pupils understand more clearly what they have been learning, and to assess their own progress. A minority of lessons are too long for the structure adopted for the lesson. This can slow the pace of the lesson which in turn has an adverse effect upon the pupils' learning. Teachers struggle to expand the content of such lessons and learning slows as a result.

22. In reception, teaching ranges from unsatisfactory to good but is satisfactory overall. Teaching and support staff establish good relationships with the children and work together effectively to support the learning of individuals such as a child with a Statement of Special Educational Needs. The teacher introduces a good variety of activities into her teaching in order to capture and maintain the interest and attention of the children. These are effective in lessons such as physical education and music, where there is a practical focus and children are actively engaged. However, there are weaknesses in the way in which pupils' behaviour is managed, particularly in whole-group sessions, where the parameters for acceptable and unacceptable behaviour are not clearly established. The teaching of letter sounds and counting using numbers is good. Consequently, children read well and are beginning to spell simple words and to count. However, opportunities for reading, writing and mathematics in connection with other activities are not promoted strongly enough and in some lessons the work demands too little of more able children particularly. Children's day-to-day experiences are not assessed closely enough to enable a clear picture to be established of what each child can do and what needs re-enforcement in all areas of learning.
23. Support staff, working closely with teachers and pupils, support the learning of all pupils very well. Many have particular expertise which is drawn upon very effectively to support teaching in subjects such as science, art and design and design technology. Teachers and support staff collaborate very effectively to provide very good teaching for pupils with special educational needs. These pupils make very good progress in relation their prior attainment. Teachers work closely with the co-ordinator for special educational needs and, together, they maintain detailed records of each pupil's progress. The individual education plans are reviewed regularly and are included prominently in teachers' plans. Targets are precise and detailed; they provide very effective guidance for learning support staff who also help record the progress of pupils.
24. The school has worked hard and successfully to improve aspects of teaching and learning in the light of key issues raised in the last report which related to teaching. Assessment, including marking, has improved as a result. Helpful comments are provided as feedback to pupils so that they know how they can improve their work. However, there is still some variation in the quality of marking throughout the school. Teachers now plan more closely where necessary. Discussion on the teaching and learning policy has helped staff reflect upon ways of improving classroom practice. The successful implementation of the national strategies for literacy and numeracy, in addition to other training, has helped to increase consistency between classes and the variety of teaching methods used. Learning objectives are made clear to pupils at the start of English and mathematics lessons, and the school aims to extend this across all subjects.
25. The school is involved in an ongoing project 'Transforming Learning' which challenges staff to consider aspects of their own classroom environment, and pupils' views are also considered. There have been problems accessing the materials from the Internet and so the initiative has had little impact at present.
26. The school has identified the need to increase pupils' interaction in classes to promote more effective learning. Teachers use questions well, not only to challenge pupils to think but also to get all pupils involved. Many use a range of strategies such as '*Talk to your partner for a minute to see what you think about*'; pupils using individual whiteboards to jot down ideas or answers before all display their responses; or using thumbs up/down to show whether they agree with a statement. Very often

these methods to involve pupils are used as part of the very good classroom management practices of teachers.

27. There have been many changes in teaching staff since the last inspection. Three teachers of Key Stage 2 classes have joined since September 2002. Teaching is now more settled, and the quality of teaching and learning in Year 3 to Year 6 is good and has improved since the last inspection when there was some unsatisfactory teaching in these classes.
28. Homework is used well to support pupils' learning but parents are divided in their views on the amount of homework that their children are expected to do.

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

29. The school provides a good range of worthwhile learning opportunities for all its pupils. There is an appropriate balance between these opportunities. All subjects meet the statutory requirements. The school follows satisfactorily the locally agreed syllabus for religious education. The quality and range of learning opportunities for children in reception are broad and balanced and includes the Early Learning Goals identified in the new nationally prescribed Foundation Stage curriculum for this age-group. However, insufficient consideration has been given to how the basic skills of literacy and numeracy might feature more prominently in the reception class and be promoted through all areas of children's learning. Planning of the curriculum for pupils in Years 1 to 6 is carefully undertaken to meet the needs of all pupils.
30. The provision for pupils with special educational needs is very good from Reception class through to Year 6. The school has a strong policy of early identification of pupils who will need additional support. Support staff, who work with pupils with special educational needs, meet regularly with teachers and together they ensure that pupils work towards the targets in their individual education plans. They are heavily involved with the assessment of progress towards these targets which are shared with parents and pupils each term. Some parents, who came into school specifically to talk with inspectors, praised the caring and thoroughly professional approach shown by the school to them and their children, sometimes in advance of the child starting in reception class.
31. The curriculum for the core subjects of English, mathematics and science is good, although there is some repetition of certain science topics in different year groups at too similar a level. The co-ordinator for science has identified gaps in pupils' learning and plans to review the science curriculum. The curriculum for subjects other than English, mathematics and science is satisfactory overall and good for design and technology. Development of these subjects forms part of the school's improvement plan for the next three years to eliminate any unnecessary repetition and to develop cross-curricular links. A judgement was made in the last inspection that the curriculum for the older pupils was not as good as for the younger pupils. The school has improved the match of work to the different abilities of the pupils and the implementation of new programmes of work has improved the curriculum offered to pupils in Years 3 to 6.
32. The school has introduced the national strategies for literacy and numeracy well. Teachers have undertaken a programme of training and the school has bought good quality resources to support teaching. Teachers focus well on developing numeracy and literacy skills. Speaking and listening skills of pupils are being developed well in

all lessons. The teaching of all subjects is supported by sound schemes of work based on recently introduced nationally agreed guidelines as well as the school's own schemes. Planning ensures that there are good links between subjects so that literacy and numeracy work is extended. The school has an information and communication technology suite where whole classes can be taught together, as well as having computers in the classrooms.

33. The school has a policy that ensures that all pupils have equal access to the whole curriculum. Consequently, all pupils are included well and take a full part in every area of the curriculum. Several initiatives to boost achievement have recently been implemented including literacy support for pupils who are weaker at their English work and an opportunity for a few Year 6 pupils who show a flair for literacy to visit the local Beacon school twice a term to work with published authors. There is a good range of extra-curricular activities available for pupils in Years 3 to 6. These include football, netball, recorders and a Bible study club. The school takes part in local music festivals and competes successfully in many sports against local schools. There is enthusiastic participation in each of these extra activities provided voluntarily by the staff and sometimes parents. Pupils also have the opportunity to learn keyboard, guitar, violin and cello. Pupils in Years 5 and 6 have the opportunity to experience a five-day residential visit which involves activities such as climbing and abseiling.
34. The school has a very good personal, social and health programme in place, including provision for sex education and drug awareness. The coordinator has raised the profile of this area and citizenship through her enthusiastic leadership. A programme of work has been developed for each year group. Outside agencies such as the police and fire service are involved. Relevant topics such as healthy eating and drug abuse are included in the science curriculum.
35. The school is beginning to widen the curriculum through forming good links with the community which contribute to pupils' learning. The school has formed very good links with its partner schools. Joint in-servicing training is organised and expertise is shared, thereby improving teachers' effectiveness.
36. Provision for pupils' spiritual development is very good. The school complies with statutory requirements for a daily act of worship. Pupils throughout the school are given opportunities to reflect on their own work and to explore their own feelings and those of others. Celebration assemblies are held each week and pupils are given a feeling of self-worth through the linking of achievement and the expectations of Christian life. Pupils are given the opportunity to empathise with those who have personal difficulties and are shown that problems are a goal to overcome. At times of reflection an appropriate atmosphere is created by the use of music and a lighted candle. Pupils respond to the occasion by entering the hall quietly and showing an attitude of reverence. Other opportunities for developing spirituality are given through art and music as the pupils study the work of artists such as Monet and through the study of poetry. In religious education lessons they consider such feelings as trust and the importance of sacred things and places. The Year 3 classroom has a fine display of shells that the pupils handle with great care and marvel at the beauty of their colours and shapes.
37. Provision for pupils' moral development is very good. Staff provide very good role models and demonstrate good teamwork. The school has an effective behaviour policy that is based on positive reinforcement. Pupils know and understand the school rules and behave well. Following debate, each class devises its own rules at the start of the school year and the pupils sign their agreement. These rules include,

for example, to work well and to listen to the teacher. A sense of morality underpins the ethos of the school most pupils have a well-developed sense of what is right and wrong. Personal, social and health education lessons give the pupils the opportunity to discuss moral issues and to develop an understanding of a different point of view.

38. The provision for social development is very good. Members of staff provide very good role models. Pupils throughout the school are given responsible tasks. All classes from Year 2 onwards elect representatives for the School Council and these pupils take their responsibility seriously. They have been responsible for deciding what new playground equipment should be purchased. The school has set up a 'sanctuary' for pupils who have difficulty maintaining relationships with the other pupils during the lunchtime play. This helps the pupils understand the need to play cooperatively. It is an effective procedure which helps the school to promote good behaviour. In most lessons pupils are given opportunities to work in pairs or in small groups and to show initiative in solving problems for themselves. This supports pupils' self-esteem well and fosters their respect for each other. Pupils in Years 5 and 6 have the opportunity to take part in a residential visit where they engage in activities that strengthen teamwork, encourage self-responsibility and independence.
39. Provision for pupils' cultural development is very good. Pupils study different faiths within religious education lessons. Pupils learn about their local environment in geography lessons and explore a range of societies from the past in history. They explore poetry and stories in their literacy lessons and learn about great artists and musicians in their art and music lessons. The annual cultural week introduces pupils to the cultures of other nations, particularly of the ethnic minorities represented in our society. Visits to places of interest enhance the curriculum and the pupils' knowledge of their own and other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The steps taken by the school to ensure the care and welfare of pupils are very good and very effective. The school has kept up with changes in regulations to ensure that its policies and practices remain as good as they were at the time of the last inspection. Policies and procedures are comprehensive, thorough and consistent with the very good practices evident in school. Pupils learn in a warm, caring and friendly environment. Good procedures are in place to promote regular attendance.
41. All staff are very clear about their responsibilities for children who may be at risk from neglect, bullying or racist behaviour and are suitably aware of the correct reporting procedures that apply to incidents should they occur. All adults in school are vigilant about the need to look out for any pupils showing signs of distress from the behaviour of others. The very good, trusting relationships established within school help keep open vital lines of communication between adults and children. Staff are mindful of the need to listen carefully to the pupils and to be alert to any indication that a child is upset.
42. Very good procedures meet the requirement schools have to assess their premises for potential health and safety risks and for ease of access of those with disabilities. Much thought has gone into devising a comprehensive plan detailing the steps taken by the school to include pupils with disabilities in all lessons and all activities. This is very good, if not exemplary, practice. First aid provision is dealt with very well by a sufficient number of trained personnel. All staff know what to do in an emergency and are very aware of the extent and type of aid and treatment they can give. Updated

records are kept and archived on all accidents and injuries. Governors are suitably involved in monitoring the records for evidence of frequency or trends.

43. Procedures to support pupils' personal development are very good. The staff respect the pupils as responsible members of the community and value them as individuals. The school's planned educational inclusion opportunities are very good in this respect. Pupils' views on school improvement are actively sought and regularly forwarded through class representatives, to the school council. Suggestion boxes give all pupils the chance to have a say in the way their school operates. The head teacher sets a positive example to the rest of the staff in demonstrating a wish to understand the pupils' views. She is frequently seen around the school speaking to the pupils about their day, encouraging honesty, openness and friendly conduct. Pupils are given very good opportunities to express their concerns by talking to an adult in school. They know that staff always have time to listen to them and that no adult in school would ever dismiss or ignore an issue brought to them. Pupils develop a clear sense of equality and fairness in their dealings with the school and with each other which helps them to work and play collaboratively.
44. The school has very good systems overall for assessing pupils' attainment and progress. The school makes very good use of analysing the information gained from assessment to support learning. Children are assessed soon after entry into reception but the recording of their subsequent progress is less satisfactory in the reception class. The comprehensive tracking of pupils' progress in the core subjects of English and mathematics has been in place for three years. It is now computerised using a system developed by the school. This enables ready access to clear patterns of progress being achieved by pupils. Teachers' use of this knowledge is helping to have a positive impact on standards. In some other subjects very good assessment procedures have also been more recently developed. In others, they are underdeveloped but are planned for in subject coordinators' action plans.
45. The school provides very good support and advice for all pupils. The school uses non-statutory tests in Years 3, 4, and 5 to assess learning in English and mathematics. Targets are seen as a challenge for each pupil and this reflects the high expectations that the school has for all pupils. Learning support staff contribute very well to assessing pupils' progress, particularly those pupils with special educational needs.
46. The quality of provision for pupils with Statements of Special Educational Needs is outstanding. The school maintains very close links with parents and professional services. It also ensures a caring and committed approach which is part of the ethos of the school. Parents confirmed their very great appreciation of the commitment of the special educational needs co-ordinator, and of the strong support of all other staff involved.
47. Information from the results of assessment is used very well to guide planning. For example, Year 2 national test results are analysed to identify topics which might need greater coverage. Other results are used to identify pupils who would benefit from additional support in specific curriculum areas such as additional literacy groups.
48. Very good systems promote the good behaviour evident in school. Most staff apply consistently the policy on behaviour management and, as a result, pupils know what to expect and how to behave. They act as good ambassadors for their school, conspicuously so in school assemblies. Pupils are given very good opportunities

during these and other times to sit and reflect on the impact of their actions. Those who find the longer playtime periods difficult are gently encouraged on a step-by-step basis to play co-operatively, to find a special friend and then gradually move on to socialising within a larger group. This works very well. There are very effective measures for promoting good behaviour that ensure pupils feel confident and self-assured which, in turn, leads to good standards of achievement.

49. The school has a good range of procedures to monitor and promote attendance. Every effort is made to remove the barriers some pupils have to achieving full attendance at school. Teachers ensure registers accurately reflect reasons for absence. Links with educational welfare agencies and Travellers' Support Service are pro-active. Pupils with disabilities are catered for in the daily life of the school. Steps are taken to limit term time holidays. Nevertheless, the school finds it difficult to improve on the satisfactory attendance that was identified in the previous inspection. Although parents receive regular reminders on the importance of good attendance, teachers sometimes miss other opportunities of getting the message across. For example, although attendance data is given in school reports, it is not often accompanied by an evaluation as to whether it is above or below average or whether it has affected the pupil's progress in lessons. However, when the message from the school is clear, such as the total ban on all avoidable absence during the national test weeks, parents take note and the attendance and punctuality of pupils improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has sustained the very good partnership it had with parents at the time of the last inspection. Teachers rightly consider the parents as prime educators of the children. Parents speak highly of the school and are prepared to put a good deal of effort into helping their children get the most from the time they are there.
51. A high number of parents responded to the pre-inspection survey of their views. Parents particularly value the warm ethos of the school, the good teaching and standards, good behaviour and the strong and efficient leadership. The inspection evidence wholly supports their very positive views. Parents are slightly less appreciative than they were in 1998 about the way the school communicates with them. The evidence is that, although parents have a good number of opportunities to gain information about the school and its methods, some of the written information could be developed in a way that would give parents a better understanding of how and what their children learn.
52. A significant minority of parents remain uncertain as to whether their children are getting the right amount of work to do at home. Alongside reading and spelling practice, pupils are encouraged to undertake a variety of projects in their own free time and many excel at these. Pupils look suitably pleased when teachers make a point in lessons of thanking them for the work they do at home and acknowledging the support of their parents.
53. Inspectors found no evidence to support the concern highlighted by a number of parents about the range of activities outside lessons. The provision is good for a school of this size. The school makes very good use of the skills and talents of parents who help organise and run some of the sporting and other activities which take place outside lesson times. Although there are no after-school clubs for pupils at Key Stage 1, this is not unusual in primary schools. There are however, a range of visits and visitors to enrich pupils' learning.

54. The end-of-year reports provide a useful indicator to parents of their children's progress over the year. The best examples suggest activities parents and children might target at home to promote literacy and numeracy skills. However, some teachers tend to lapse into educational jargon when writing the targets. For example, a target for mathematics *"to focus on real-life problems with three-step operations"* proved difficult to interpret whereas one for literacy, *"to use vocabulary for variety and interest"* was straightforward and clear. Nevertheless, the sections on the pupils' personal development are helpful and assist in clarifying any mismatch of perception between home and school.
55. Newsletters keep parents suitably informed about school events and activities including good information about events in the community. However, the focus is often on the organisational aspects of an activity and the arrangements made for it, rather than what pupils will gain from participating in the event and the impact it will have on their studies. Parents of pupils with special educational needs have very good opportunities to work in partnership with the school and to understand the individual steps their children need to take to help them progress. The written information for parents of pupils chosen for the Extra Literacy Support project is also very good. Parents make good use of the home/school link books that operate in each year group, particularly for commenting on their children's progress in reading.
56. Parents have no qualms about entering the school environment, approaching teachers, discussing concerns or sharing information with them. A message board at the front entrance welcomes parents and provides a daily update of events in school. The headteacher makes herself available before and after school to answer questions and deal with the parents' concerns before they escalate into problems. Most parents attend the twice-yearly parent/teacher consultation evenings to discuss any factors that may be limiting their children's good progress at school or at home. A meeting held early in the year usefully explains school aims and teaching methods. The prospectus is a good introduction and a useful reference point on school routines and procedures. The written information given in the prospectus and in the governors' annual report is good and complies with statutory requirements. Parents have good opportunities to learn about school policies and management issues.
57. Parents are keen to see their children succeed and want them to do their best. The school is pleased with the very good support it receives from parents in maintaining the high standards of discipline in school. A large number of parents come into school as willing and active volunteers, assisting in and out of lessons and on school trips. Parents are enthusiastic fund-raisers, providing many additional resources that the school might otherwise be unable to afford through the school association. Their fun events and activities serve effectively to raise the profile of the school within the local community. Parents turn up in large numbers for class assemblies and school concerts, supporting and encouraging their children to do well. They involve themselves further with their children's learning by encouraging spelling, counting, reading and independent research at home. Their loyalty towards their school is evident in the way they work alongside the teachers and respond positively to the courteous and friendly reception they receive in school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The school is led and managed very well and the contribution of the headteacher to both these important areas is exceptionally good. This is similar to the position at the time of the previous inspection. Governors and parents speak well of the headteacher's leadership and value her approachability. Since her appointment

approximately three years ago she has brought a much needed stability and sense of renewed direction and rigour to the school following a period of staff changes and changes in leadership after the last inspection. The head teacher provides very strong educational direction and has demonstrated her commitment to achieving high standards in line with the school's vision statement: *To provide high quality learning opportunities for all.* She has shown clearly her determination to achieve this by making difficult and sometimes unpopular decisions to address the underperformance of certain members of staff who are no longer at the school. The headteacher has taken on board very well, the increased expectation of headteachers to evaluate and monitor the performance of their schools. With the help of the local authority, and in conjunction with her senior managers, she analyses the data arising from statutory national tests very closely. Consequently, she is aware of how the school compares with all schools nationally and with those having similar characteristics. The headteacher and senior management team have a clear idea of where the school's strengths lie and in which areas it needs to improve and have introduced, for example, effective strategies to improve pupils' writing at Key Stage 1. Teaching is also regularly reviewed and targets for each member of staff have been incorporated into the scheme for the management of their performance. However, this has failed to reveal shortcomings in reception. The headteacher has built an effective team of professionals, all of whom are valued and, they in turn, value the contribution that they are able to make to the work of the school. For example, there is an annual training day for the review and prioritising of the school improvement plan, involving all staff and governors. The headteacher is very supportive of individual members of staff and is aware of the personal and professional pressures under which each operates.

59. The headteacher is well supported by the two members of the senior management team who have responsibility for Key Stage 1 and Key Stage 2. They meet with the headteacher regularly to discuss matters of interest or concern and feel they are effective channels for staff views. One of the two is well established and was instrumental in leading the school through a period of turbulence when there was no effective head teacher; this is acknowledged and appreciated by the head teacher, staff, governors and parents. The third member of this effective team is relatively new to the school and brings a valuable wider perspective from her recent experience in another school. The roles of subject coordinators for English, mathematics and science are well established, although in English and mathematics the current coordinators are relatively new to these positions. However, there is considerable variation in how other subjects are co-ordinated. Many of these feature as areas for development in a well-constructed plan for school improvement. The provision for pupils with special educational needs is very effectively managed by the headteacher in the role of special educational needs co-ordinator.
60. The governing body fulfils its responsibilities well through a number of committees which meet regularly and feed back the results of their discussions at meetings of the full board once a term. Governors support the school strongly and are instrumental in planning its development together with the head teacher and staff. The head teacher keeps governors well informed about important matters through regular reports and encourages them to visit regularly in order that they might become better acquainted with the work of the school and thereby ask the challenging questions that would help the school to develop further. As a result, several visit the school and others work regularly alongside teachers either in a voluntary or in an employed capacity. Consequently, they build up a very clear idea of the school's strengths and weaknesses. Governors understand the problems that the school faces well, for

example, in terms of finances in common with many schools. However, they are committed to keeping single-aged classes throughout the school.

61. The school has very good procedures for performance management and appraisal of staff. The objectives set for staff reflect teaching objectives linked to the '*Transforming Learning*' initiative, as well as to their co-ordinator role. Appraisal, with targets set, has been introduced for learning support staff and this also adds to the positive contribution they make to teaching and learning.
62. The arrangements for the induction of new staff are good. Colleagues recently joining the school have soon felt they are part of a team and are supported well.
63. The school has experienced some mobility of staff over the last three years. However, staffing is now more stable and qualifications and experience are well matched to the demands of the curriculum. Support staff undertake training, are improving their information and communication technology skills, and provide valuable support in particular subjects such as art and design, design technology, and science. Consequently, the quality of support staff is good; they are used well by teachers throughout lessons to ensure pupils are supported through, for example, group work.
64. The accommodation is satisfactory and meets the needs of pupils and the demands of the National Curriculum. Good use is made of all additional areas outside classrooms for small group work. The grounds provide good space for the pupils' games lessons and playtime activities and include an interesting pond and areas left to grow wild for pupils to investigate. Pupils with disabilities have good access to the classrooms and hall.
65. Although the accommodation was evidently very good at the time of the last inspection, the school has moved on since then and is making steady progress on plans to improve the site by making better use of areas adjacent to the building. The steep grassy slopes serve no purpose other than adding to the attraction of the school grounds and hinder easy access to the top playing field for pupils with disabilities. Children in the reception class have access to a small fenced off area adjacent to their classroom but the area has yet to be fully developed as an outside classroom. It has no soft surfaces or outdoor equipment other than the recently installed long wooden planter.
66. Resources are good overall and are used well in lessons to involve pupils and to bring an added dimension to their learning. There is no large fixed climbing equipment for the sole use of children in reception. The school has taken effective measures to ameliorate this situation by providing a regular session each day in the school hall, for these children to develop their physical skills.
67. With guidance from the headteacher and the school's efficient finance officer, the governing body helps set and monitor the school's budget effectively. They have managed to turn around a budget deficit two years ago to a small surplus in 2003 due to prudent management and changes in relation to staffing. Very effective use is made of the school's finances as a result and of the resources available. By appointing the headteacher as special educational needs co-ordinator an important message is sent to parents about the status of special educational needs within the school. It also releases funds which can be redirected to providing much-needed learning support for these pupils. The school seeks to provide best value well. It consults parents occasionally, compares itself with other schools regularly, believes

in competitive tendering with regard to services and major purchases and challenges itself to improve further through high expectations of pupils and staff. Taking all appropriate factors into account the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The governors, headteacher and staff should address the following:

(1) Improve provision for children in reception in the following ways:

- Ensure that skills of reading, writing, speaking, listening and mathematics are taught consistently well and promoted fully through other areas of learning and that tasks set are stimulating and suitably challenging for all pupils. (See *paragraph 22, 74 and 75*)
- Devise manageable systems for regularly and rigorously checking the progress of individual pupils in all areas of learning. (See *paragraph 22, 72 and 75*)
- Set definite parameters for appropriate behaviour in whole-class sessions so that children have a clear understanding of what is acceptable and unacceptable and ensure that these are adhered to. (See *paragraph 14, 22, 74, 75 and 78*)
- Create a well-organised and stimulating environment to engage and motivate children and to celebrate their achievements. (See *paragraph 73 and 74*)

In addition to the above issues the governors should also include the following less important issues in its action plan.

- Improve the consistency in the use of plenary sessions at the end of lessons, to evaluate with pupils, the extent to which learning objectives have been achieved. (See *paragraphs 21, 86 and 93*)
- Review the structure and length of some morning lessons particularly, to ensure that they are not too long and that there is sufficient variety of activities to sustain pupils' concentration, in order that they learn more effectively. (See *paragraphs 21 and 93*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	24	12	3	0	0
Percentage	0	13	53	27	7	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	194
Number of full-time pupils known to be eligible for free school meals	17
Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	24
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

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	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	11	11	11
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	93 (86)	96 (82)	96 (79)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	11	11	11
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	93 (82)	96 (82)	96 (86)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	13
	Girls	14	14	16
	Total	24	25	29
Percentage of pupils at NC level 4 or above	School	73 (87)	76 (83)	88 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	15	15	15
	Total	25	24	25
Percentage of pupils at NC level 4 or above	School	76 (87)	73 (87)	76 (87)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	178	0	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	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	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	19.8
Average class size	27.7

Education support staff: YR-Y6

Total number of education support staff	8
Total aggregate hours worked per week	139

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
	£
Total income	423,433
Total expenditure	415,717
Expenditure per pupil	2,079
Balance brought forward from previous year	14,058
Balance carried forward to next year	7,716

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	3.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.8
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	194
Number of questionnaires returned	148

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	4	1	1
My child is making good progress in school.	53	44	1	0	2
Behaviour in the school is good.	37	62	0	0	1
My child gets the right amount of work to do at home.	29	52	12	1	6
The teaching is good.	53	44	2	0	1
I am kept well informed about how my child is getting on.	43	45	11	1	0
I would feel comfortable about approaching the school with questions or a problem.	63	36	1	0	0
The school expects my child to work hard and achieve his or her best.	60	39	0	0	1
The school works closely with parents.	44	47	6	2	1
The school is well led and managed.	61	38	0	0	1
The school is helping my child become mature and responsible.	44	51	1	0	4
The school provides an interesting range of activities outside lessons.	39	41	11	3	6

Other issues raised by parents

Concern expressed at the large size of some classes next year.

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

69. Provision for children in reception is satisfactory overall but with shortcomings in significant areas. It is not as good now, as it was at the time of the last inspection when it was judged to be a strong feature.
70. Although most children will achieve the nationally required Early Learning Goals in all six areas of their learning by the time they leave reception and some will achieve beyond these, not all make the progress of which they are capable due to shortcomings in teaching and other aspects of provision. Standards are not as good now as they were at the time of the previous inspection. However, children with special educational needs make particularly good progress as the result of the very effective support which they receive from the class teacher and teaching assistant working closely together. Teaching is good in promoting children's physical development. In personal, social and emotional development, knowledge and understanding of the world and creative development, teaching is satisfactory. However, there are weaknesses in all areas of learning related to how children's behaviour is managed and how learning is assessed. There are also weaknesses in the way children's communication, language, literacy and mathematical development are taught and promoted within the classroom overall. Teaching in these areas is therefore unsatisfactory.
71. Children are admitted into the reception class at the beginning of the year in which their fifth birthday occurs. Most have attended a local playgroup prior to beginning school and a small number has also attended local privately run nurseries. Attainment of the majority on entry to reception is above that normally found. There are currently only 14 pupils in the reception class which is half the usual number. The school attributes this to a demographic aberration rather than to any other factors.
72. Induction arrangements are good. The class teacher and teaching assistant in Reception provide a welcoming environment for children. The teacher puts considerable thought and time into ensuring that children's first experience of school is as trouble-free and as enjoyable as possible. She visits the playgroup regularly to meet the children prior to them starting school and organises visits and activities for the children in order that they might familiarise themselves with the classroom setting. Parents find staff very approachable and appreciate the individual attention that their children receive in this small class.
73. The curriculum is satisfactory overall in that it covers all the required areas of learning for children of this age. However, insufficient attention has been paid to planning how communication language and literacy and mathematical understanding might be developed through other areas and how the classroom could be arranged to provide an enticing and stimulating environment to engage and motivate children. The school has started to use the new Foundation Stage Profile as a summative record of what children can achieve, but there is no systematic way in which children's progress is continuously and rigorously assessed in all areas in order to plan the next stages in learning.

Personal, social and emotional development

74. Children achieve average standards in this area of learning and some exceed these, as the result of the satisfactory opportunities that are provided by the class teacher and teaching assistant for children to relate to one another in imaginative play and other activities. They grow in independence, for example, when dressing and undressing before and after physical education lessons. The children initiate ideas in their play when given the opportunity to do so and negotiate arrangements, as when two children were using the large wooden building equipment in the outdoor area to make a slide. They worked together well and maintained their concentration, as they introduced additional blocks to increase the gradient on the plank and then tested their slide first to make sure it was secure. The children relate well to one another and to the adults who work with them. They take turns as they play and develop a growing awareness of the needs and feelings of others as in a whole group lesson on the ideas of sharing, kindness and not being selfish. The class teacher introduced the lesson imaginatively using two glove puppets which was successful in capturing and maintaining the interest of the children. This initiative was not exploited fully enough, however, and when black and white pictures of selfish scenarios were introduced for the children to consider, some became restless and inattentive. Children enjoyed the well read story of *'Joe's Car'* which followed and from their comments were able to relate to the feelings of the characters. Although most children listen well in some whole group sessions the class teacher's control is not always secure. The parameters of acceptable behaviour are not always clearly understood by children, for example, they call out to be chosen for a turn to make a contribution and loudest voices sometimes prevail. Also not enough is done to provide an environment that creates interest and motivates children to learn. The classroom is rather cluttered. There are few displays to stimulate children's curiosity and insufficient examples of their work labelled with their names, to celebrate achievements and promote pride in themselves and in the work they do.

Communication, language and literacy

75. Most children are likely to achieve the expected levels in this area of learning by the time they begin in Year 1 and some will achieve above these in reading. However, the above average standards attained on entry to the reception class are not built upon well enough. This is because teaching does not do enough to promote meaningful and challenging experiences in writing and to develop children's spoken language through imaginative play. Standards of reading are above those normally found for this age. All children take their reading books home to read to their parents thereby ensuring regular practice. Children enjoy books and older children are beginning to read phrases and sentences fluently, at an appropriate level and with good understanding. However, there are too few labelled displays around the room to encourage children to use these skills more widely. Children link sounds to letters well as the result of good teaching. There is a strong and successful emphasis on teaching awareness of letter sounds as in a lesson on the *'ig'* letter combination which was introduced well with the story of *Mig the Pig*. Children name different letters of the alphabet, sound them out and in their writing some children use this knowledge to attempt simple and more complex words. Children hold pencils correctly and many of the letters they form are accurate. However, there are not enough opportunities for children to attempt writing for different purposes, for example, in the form of lists and labels and in connection with their imaginative play and other areas of experience, in order that they come to regard it as an integral part of their learning. The teacher is resourceful in taking every opportunity to develop children's awareness of letter sounds, as when she asks them to line up after physical education according to the

first letter of their name when it is called. In some whole group lessons the work is too easy for more able children. It demands little of them and they finish too quickly. There is a tendency to overuse photocopied worksheets which constrains children's learning and limits the opportunities for them to respond imaginatively and individually in their writing. In an unsatisfactory group, session there were fundamental weaknesses in the ways in which the session was organised and managed. The teacher's control of the group was weak, children were unsure of the behaviour expected of them and of the work that they were expected to do. The majority was noisy and distracted and made little progress. Although there are opportunities for children to develop their speaking through imaginative play and other activities, there is insufficient sensitive intervention on the part of the class teacher to take children's ideas and language forward and to develop the vocabulary in connection with all areas of learning. The class teacher expresses a reluctance to do this as she believes it will change the nature of the activity or interrupt children's imaginative response.

Mathematical development

76. Most children are on course to achieve the nationally defined Early Learning Goals by the time they enter Year 1 but do not all make sufficient progress in every area of mathematical experience. Teaching does not do enough to promote children's mathematical understanding in other areas of learning or to develop their capacity for solving simple problems. The way in which the classroom is arranged does little to encourage children to consider questions such as '*How many...?*', '*How much...?*' or '*Can you find...?*' through meaningful and stimulating displays. Children's recognition and use of numbers for counting is satisfactory. The many exercises on photocopied sheets indicate that children have a sound understanding of the sequence of numbers to ten and evidence from lesson observations show that they are able to count beyond this with the help of an adult. However, the use of photocopied sheets too frequently limits the way in which children record their work and constrains their ability to respond in an individual way. Consequently, in some lessons this leads to children being presented with work that does not challenge them fully, as in a numeracy lesson on weighing. They are insufficiently engaged and spend time colouring in the pictures because they have finished the task too quickly. Children begin to develop a sound understanding of the idea of '*less than*' and '*more than*' in group sessions and many are able to calculate results to ten mentally using number fans to record their answers of one less or more than a given number. They begin using the terms '*heavier*' and '*lighter*' when using scales in connection with work on weighing and are excited when they find that items balance out evenly. They sort shapes according to size, shape and colour and can accurately identify triangles, squares, circles and oblongs. The teacher makes good use of number songs to consolidate and extend children's understanding of '*one less*' through rhymes such as '*Ten in a bed*'. Children enjoy this and participate enthusiastically. Unfortunately, in one lesson, a degree of inappropriate behaviour from a group of boys was not managed well enough which limited the effectiveness of this activity.

Knowledge and understanding of the world

77. Children develop a satisfactory understanding of the world around them through sound teaching and are on course to achieve the Early Learning Goals in this area. In teaching sessions with the whole group, the class teacher introduces lessons satisfactorily - sometimes with a story - which is successful in capturing children's interest and attention. In one such lesson she used the story of '*Mr Gumpy's Car*' to introduce pushing and pulling as part of a topic on how objects move. Children are keen to volunteer ideas on how to make a toy car travel faster down a ramp, for

example: *'just put the slidey bit (the ramp) on the higher bit and then it goes faster.'* The teacher demonstrated clearly but missed an opportunity to involve pupils in the whole group activity which limited the effectiveness of this part of the lesson. However, when they begin to make ramps of their own, selecting their own materials, children do so enthusiastically. In pairs they discuss in loud, excited voices the best way to proceed. The children had planted seeds in pots two weeks previously. In discussion, they knew that the seeds had to be kept watered and that they needed to be on the window sill *'for the sunshine'*. However, there were no labels or notices to encourage observation or methods for recording the growth of the seedlings, to sustain the initial interest. Children use the computer regularly and are able to select items on the screen using the *'mouse'* or the keyboard with varying degrees of adult assistance.

Physical development

78. Children attain satisfactory standards overall and most are on target to attain the Early Learning Goals by the time they enter Year 1, as the result of good teaching which ensures that all children are involved and that there is a good pace to lessons. The school has limited outdoor space for the sole use of these children and no large fixed apparatus for their exclusive and unrestricted use. This impedes aspects of children's physical development and their ability to make choices about the activities in which they engage. However, the school has considered this carefully and allows the reception class a timetabled session in the school hall every morning which they use for physical education. This is successful and children develop skills such as rolling hoops, responding to music and climbing, jumping and balancing. In responding to instructions on an audio tape, children move imaginatively and with a satisfactory degree of control and co-ordination with due regard for others. They listen carefully and move their arms slowly upwards to represent a growing plant. Later they work with partners well - one as the gardener and the other as the growing plant. In using the large gymnastic equipment children are well controlled in their movements. The teacher makes good use of demonstration and includes the pupil with a Statement of Special Educational Needs well in this respect. She pays good attention to safe practice by emphasising the need to bend the knees when landing from a jump. Children climb, balance and swing with good co-ordination. The class teacher praises effectively with comments such as *'good, (child's name) you did that better because you kept your legs straight.'* This encourages children in their efforts. In class, children use small tools such as paint brushes pencils, scissors and malleable materials with satisfactory control to write, draw and paint pictures and to create models.

Creative development

79. Standards are satisfactory and the majority of children are on course to achieve the Early Learning Goals by the time they leave reception. Teaching in this area is satisfactory. The class teacher provides a range of activities to promote development but there are very few examples of children's previous work displayed to reflect their achievements or to encourage them in their efforts. Also there is too little timely intervention by an adult, to take children's experience and understanding forward in some of these activities. Children paint interesting pictures by mixing colours which they have learnt to do previously. They are beginning to judge the correct amount of paint to add to the brush and work with care supported well by the teaching assistant who reinforces children's learning of which colours to use. Children work imaginatively, constructing large ramps in the outdoor area to test wheeled vehicles thereby extending ideas which have been introduced earlier. A group of boys work

enthusiastically and noisily making a structure to support their imaginative play based on a television or film hero. Others work with care making tracks and bridges from plastic construction equipment on which they use small vehicles. With the help of the teaching assistant children act out the story of *The Three Bears* taking roles and enjoying the idea of a chair collapsing beneath Goldilocks. Although her responsibility is primarily for a child with a Statement of Special Educational Need, the teaching assistant takes care to ensure that all children in the group are involved equally and that no child dominates. Children respond imaginatively to music through dance in the school hall and enjoy trying to sing in high and low voices in music lessons. They play simple percussion instruments well to support their singing but disagreement about exchanging instruments leads to children calling out. This is not handled well by the class teacher and the pace of learning slows as a result.

ENGLISH

80. Standards in English are above average at the ages of seven and 11. The results of the 2002 national tests for seven year olds in English showed that in reading pupils were attaining at well above those standards expected nationally, which was an improvement on the previous year. Inspection evidence shows that pupils are still attaining well above expected levels. In writing, pupils have also improved with pupils now attaining at above expected levels. Results of the 2002 national tests in English for 11 year olds showed that pupils were attaining at about the expected level compared with schools nationally but above that of similar schools. Inspection findings show that attainment is above average. Pupils with special educational needs make very good progress because of the focused support they receive individually or in small groups. There was no noticeable difference seen in the attainment of girls and boys during the inspection.
81. Standards in speaking and listening are well above average because of the many opportunities that are provided for pupils to express their views and ideas in lessons. Pupils make good progress in acquiring speaking and listening skills. By the end of Year 2, pupils listen carefully and follow instructions. The younger pupils are very good listeners and are keen to make a contribution to oral activities. They are very confident in their ability to express their ideas and opinions in clear extended sentences. Teaching provides regular opportunities for pupils to talk and offer their ideas during English lessons and also in other subjects. This was observed in a religious education lesson where Year 1 pupils were able to talk about Noah and the ark and answer the teacher's questions in clear, well-formed sentences. More able pupils discuss their reading books and retell the story with a lively recounting and offer opinions about the story. Teachers try to ensure that all pupils make a full contribution to lessons and pupils with special educational needs have very good support from the teaching assistants. Pupils make good progress in their speaking and listening skills as they move through Years 3 to 6. They regularly work in pairs sharing their ideas and opinions in all subjects of the curriculum, and coming to a consensus opinion. They learn the technical vocabulary of subjects and use it appropriately, for example, in science in Year 5 where pupils named the parts of a flower correctly in their work on plant reproduction. They also have the opportunity to take part in drama productions during the school year. This presents good cross-curricular opportunities when they design and make the headdresses for the performance.
82. Standards in reading are above average. The school uses a number of structured reading schemes to develop skills. Group and guided reading activities outside the literacy hour are used to promote pupils' reading for understanding. Pupils with identified reading difficulties receive very good additional support from teachers and

learning support staff. Pupils, including those with special educational needs, make good progress in their reading and the majority is above the national average by the end of Year 2. Less able pupils sometimes lack the phonic skills to enable them to read unfamiliar words. More able pupils read fluently and expressively and enjoy talking about the story they are reading to explain what is happening. In Years 3 to 6 teachers provide a good range of reading opportunities in addition to the literacy hour. The reading journal that pupils keep encourages regular reading at home as well as in school. By the end of Year 6, pupils have become independent readers and most have preferences for different authors. The present Year 6 pupils enjoy books as far ranging as *The Goosebumps* series to *The Hobbit*. Pupils' progress in reading is consistently monitored by teachers and satisfactory records of achievement are kept. Pupils develop good skills in using information books and know how to use an index and contents page and how to locate books in the library. They use their reading skills well to find information in other subjects such as history and also use the internet for research.

83. Writing is above average. Handwriting is taught satisfactorily, although the size and shape and overall presentation vary considerably by the end of Year 2. By the end of Year 6, pupils write satisfactorily in joined script.
84. Basic English skills are taught well throughout Years 1 to 6 and pupils use this knowledge in their own writing. By the end of Year 2 most pupils use capital letters and full stops correctly, although some pupils still use a mixture of upper and lower case letters in words. By the end of Year 6 pupils are achieving well. This is because the teaching is good and sometimes very good. Teachers model writing on the board and show pupils how to develop their ideas and improve. Pupils write in a number of styles and for different purposes and with a specific audience in mind. Pupils produce a good range of creative writing. They write character studies, diary entries and reports. They also write factual accounts and write letters of complaint and persuasive scripts. They learn to write descriptively using language for effect, for example, Year 5 pupils studied *The Diver* by Ian Serraillier and added a verse of their own. One pupil wrote:

*An eerie place with stony pillars and golden halls
In these halls witches glide*

Another pupil wrote: *a long lost relic of royal memories
Its pages yellowed, bordered in gold,
Sadness slammed in? What quests reported?
The untold secrets, the heart breaking moments
And history of Neptune's world.*

85. By Year 6 pupils have acquired good editing skills and understand the importance of drafting and modifying their writing. They often work with a partner commenting sensibly on each other's work. Sometimes they word process their work and edit on screen.
86. The quality of teaching and learning is good. The teaching of writing skills is good and as a result standards are rising. Teachers have responded well to the introduction of the literacy strategy and implement the literacy hour well. This has given a consistency to teaching which has improved learning. Teachers use skilful questioning to encourage pupils' thinking and to assess their understanding. They take great care to ensure that all pupils, including those with special educational needs, are included in the whole-class discussions. Group activities are adapted to

meet the needs of groups of pupils of differing abilities and extra literacy support is also provided. The final session of the lesson is not always used to see if the lesson objectives have been achieved and to correct any misconceptions. Teachers display an enthusiasm for the subject and adopt a lively approach to the work which produces an active and animated environment where pupils achieve well.

87. English makes a good contribution to pupils' spiritual, moral, social and cultural development through the study of appropriate texts, which allows the pupils to explore their own feelings and values. It is soundly managed by a co-ordinator who is relatively new to the role.

MATHEMATICS

88. Standards of attainment for seven year olds and for 11 year olds are above average. This compares with the results of national tests in 2002 when standards were also above average for seven year olds compared to all other schools but for 11 year olds were average when compared to all other schools, including those with similar characteristics. It is likely that the average performance by 11 year olds reflected the frequent changes of staff during the previous two years. Standards in mathematics are similar to those reached at the time of the last inspection when they were above average for seven and 11 year olds.
89. Pupils achieve satisfactorily as they build up their skills and understanding in mathematics. There is no significant difference in rates of progress between boys and girls. Pupils with special educational needs are supported very well in small groups and they make good progress as a result.
90. Most Year 1 pupils are beginning to solve simple money problems, and several can add sums involving three coins mentally. Pupils in Year 2 use mental recall of addition and subtraction facts to ten and know the names and characteristics of common two and three-dimensional shapes. Most choose the appropriate operation when solving addition and subtraction problems. They use a ruler accurately to measure lines to the nearest centimetre. Generally more able and average attaining pupils use their knowledge well of subtraction being the inverse of addition.
91. Pupils continue to make sound progress in number and calculation skills in Year 3 to 6. Many increase their understanding satisfactorily of shape, space and measures, and of data handling. Most pupils enjoy mathematics, and teachers are successful in drawing all pupils into activities to build and maintain their interest. In Year 4, more able and average attaining pupils use all four operations confidently. They work with fractions and negative numbers; interpret simple graphs; and use measures such as litres. Year 6 pupils worked conscientiously on problems to calculate the values of points for first, second and third place on sports day. The majority extracts information from tables, and used multiplication facts to calculate the value of points awarded. Many are also good in clearly describing their strategies to other pupils. In solving number problems, many can use a range of mental methods of computations of the four operations, and can read and plot co-ordinates in all four quadrants. Year 6 pupils experience a broad mathematics curriculum. However, there are few opportunities to engage in more practical and investigative work developing their own lines of enquiry.
92. The overall quality of teaching and learning is good throughout the school as it was at the time of the last inspection. Teachers plan carefully for the range of abilities in the classes, and work closely with learning support staff to meet the needs of all pupils.

The high level of pupils' interest and good behaviour has a positive impact on their learning. This is a direct consequence of the skill and patience of staff who consistently strive for, and achieve, a secure classroom environment where all pupils are involved and enjoy equal access to the learning activities.

93. Teachers have good subject knowledge, and some have recently attended training courses to extend their expertise further. Good relationships, which embody the teachers' respect of pupils and high expectations of what pupils can achieve, especially in Years 5 and 6, all contribute to very good classroom management and purposeful learning. The way teachers utilise the input of learning support staff and make use of resources, are among the strengths commonly observed. Questioning skills to challenge pupils to think, allied to approaches to encourage them to 'have a go' and learn from mistakes, are used well. However, there are instances when the length of lessons lead to a slackening of pace, where teachers struggle to fill the time available which, in turn, means learning is not as effective as it could be. The use of the plenary sessions at the end of lessons is inconsistent, are sometimes rushed so that opportunities are missed for pupils to assess their own learning.
94. The school has identified increasing pupils' interaction as one way of improving learning. There were good examples in some lessons of innovative ways to improve and maintain pupils' attention. For example, pace was maintained with 'brain gym' in Year 1 where pupils exercised and stretched to alleviate inattention and, in Year 3, by very snappy, enjoyable, mental mathematics starters geared to different ability levels. Teachers successfully involve all pupils, as in Year 6 when pupils used whiteboards well for informal jottings. In Year 4 pupils used thumbs up/down for immediate responses by the class. In Year 5, pupils worked well together in pairs on percentages, and were reminded '*Find 10% first, or any other good method*', thus encouraging the development of alternative strategies. In Year 2, a large class with two teachers and a teaching assistant, pupils were fully engaged throughout. The wide range of resources, from 'home made' word problems to lap top computers plus good organisation of activities for pupils to carry out in sequence, helped pupils to be constantly active and learning. During the plenary some pupils were asked to the whiteboard to share their thinking and they did this well.
95. The recently appointed co-ordinator is maintaining the good quality of subject management of mathematics. Working closely with colleagues, she has contributed to the very good assessment and monitoring of pupils' progress, and is aware that it will be helpful to resume monitoring of mathematics lessons when this is possible. The school has made good use of National Numeracy Strategy unit plans in Year 4, 5, and 6, and has also embarked on an accelerated mathematics curriculum for years 1 to 3. These measures have all had a positive impact upon standards. Resources, which are good and are used well, have also improved since the last report. Pupils combine their mathematical and computer skills well, for example in Years 5 and 6, when they create block and line graphs using ICT to record their results of scientific experiments.

SCIENCE

96. Standards in science are average at age seven and above average at age 11. This is similar to the position at the time of the last inspection for 11 year olds, but is not as good for seven year olds where they were above average previously. These findings do not reflect the national test results for the previous Year 2 class in 2002, where teachers assessed an above average percentage reaching the expected levels and of these an above average proportion reaching the higher Level 3. This is due to

differences in the ability of the two year groups and the fact that there was a greater proportion of pupils capable of reaching the higher Level 3 in 2002. Results for pupils age 11 were below average with too few attaining the higher Level 5. This was due to disruption caused by many changes of teacher in the period following the previous inspection which had a detrimental effect on the education of these pupils particularly. The findings of this inspection reflect results for the previous two years which seem more typical. Pupils with special educational needs receive effective support. They are included fully in lessons and make good progress towards targets that are set for them.

97. By Year 2 pupils have covered a satisfactory range of work and are beginning to develop their concept of testing well. Under the direction of an adult they begin to record their observations using simple charts, for example, in their consideration of the need for exercise to keep their bodies healthy. Many know the location of the lungs and the heart within the chest and are beginning to appreciate why it is important for one's heart to beat fast occasionally, as the result of exercise. They know which foods are good for their bodies and those that are harmful which, according to one pupil are '*... all those things that are yummy, such as sweets and chocolate*'. With help they have tested the elasticity of fabrics, made simple electrical circuits and investigated the use of forces in making things move. Some are beginning to predict outcomes and say whether these are as expected. However, work tends to be similar for different abilities on occasion, with the same method of recording. Past work shows that they have recorded habitats favoured by different creatures but not how each has adapted to its environment. Pupils have sorted insects into those with wings, those without and creatures with more than six legs. By Year 6 most pupils develop a systematic approach to conducting experiments. They can plan an investigation fully. They decide what to test, the method to be employed, select the materials to be used, predict possible outcomes where appropriate, and know how to proceed by varying one factor whilst keeping others constant. Pupils record the outcome of their experiments well in a variety of forms including block and line graphs thereby linking effectively with numeracy. Although work set is similar for different abilities, the expectations of more able pupils are evident in their more detailed explanations incorporating relevant vocabulary with good understanding.
98. Teaching is good overall as it was at the time of the previous inspection and in Years 5 and 6 it is very good. There is a strong and successful emphasis on investigational work throughout the school which appeals to pupils and motivates them to do their best. The idea of conducting a 'fair test' is developed to good effect from an early stage. For example, pupils in Year 1 carry out experiments such as those involving testing different materials '*To keep Teddy dry*', deciding, with help, what to find out and what to change. They grow plants carefully under different conditions recording detailed observations in charts, drawings and writing. Where teaching is most effective teachers have high expectations of pupils and a good understanding of the subject. This is reflected in their incisive questioning which demands that pupils think hard about their responses. This was apparent in a very good Year 5 lesson on identifying and naming parts of a plant. The teacher used the correct nomenclature frequently and insisted that pupils did the same in their answers. They had dissected flower heads carefully and talked knowledgeably about the function of the different parts. Similarly, in a very good science lesson in Year 6, pupils responded well to the class teacher's high expectations by approaching and organising their experiments in a mature and sensible manner, with varying degrees of guidance and support. They co-operated well with one another in their groups and applied a considerable amount of thought to planning and implementing their investigations. In most lessons,

teachers provide pupils with a clear indication of what the learning objectives are at the beginning of the lesson which enables pupils to work with a greater sense of purpose and so develop a better understanding of that which they learn. Teachers work closely with teaching assistants to good effect. They also make effective use of the good quality resources and of the teaching time available to ensure that learning proceeds briskly. They frequently provide opportunities for pupils to use their literacy skills, for example, in a good lesson in Year 4 on comparing habitat, pupils made productive use of reference books to find the information they needed and worked industriously to uncover the relevant facts. Teachers make good use of the plenary sessions at the end of lessons to draw together the different elements of the lesson and to assess to what extent learning has taken place. Marking of pupils' work is of variable quality but where it is most effective teachers praise effort judiciously and give pupils a clear idea of what they need to do to improve further, with comments such as those on the need to '*... try to write more scientifically*' and on line graphs being more suitable than block graphs for predicting trends.

99. There is a satisfactory curriculum planned for science but there are some topics - such as those related to naming the parts of plants and identifying habitat - which tend to be repeated in subsequent year groups at a similar level. The co-ordinator acknowledges that the curriculum is in need of review as there are gaps in pupils' learning. She provides satisfactory guidance to staff and has developed a draft system for assessing pupils' progress in the subject. The co-ordinator has looked at science investigation books in the past to assess standards but has had no opportunity to monitor the quality of teaching. She has produced a draft document for assessment and recording in the subject which is currently being considered by staff. Good use is made of information and communication technology to provide digitally enhanced magnified images, for example, the reproductive parts of flower as studied by pupils in Year 5.

ART AND DESIGN

100. Standards for seven year olds and for 11 year olds are in line with national expectations. This broadly maintains the position at the last inspection when they were also in line for 11 year olds but above for seven year olds. Pupils achieve satisfactorily in art and design as they pass through the school, and there is no significant difference in the performance of boys and girls. Pupils with special educational needs make good progress in their work and are very well supported in art and design lessons. A limited number of lessons were observed during the inspection and judgements on standards are based on these and on examples of past work and discussion with pupils.
101. In Year 2, pupils develop drawing skills satisfactorily with the use of pencil and crayon when making observational drawings of an amaryllis lily. They study patterns in work around the school, and with rubbings record different textures such as wood bark, the ground, bricks and stone. They are fully engaged when they leave the classroom to make pencil sketches of shapes on buildings. Sound progress is made in their knowledge and understanding of pattern, textures, line, and shape.
102. Pupils skills in the use of tools and materials develop satisfactorily as they pass through the school. Good links made with other curriculum areas underpin the learning in art. For example in Year 3 pupils make sculptures in design and technology in the theme of '*Can we change places?*'. In Year 4, the collages of Henry VIII's wives link with their history topic on the Tudors, and '*Talking Textiles*' in Year 5 links closely with work in English.

103. In Year 5 pupils brought objects from home for their work in designing and making a still life painting. They talk about some of the processes of adding layers to the picture. They gain experience in using a finer brush when developing tone and texture, and to help produce effects of light and shade. Year 6 pupils show good use of line and shading to give objects, such as hats, a three-dimensional quality. This skill is not evident in the work in younger pupils at Key Stage 2. There are limited opportunities to use malleable material in three-dimensional works, and pupils have a narrow knowledge and appreciation of the work of famous artists. However, pupils in Years 3 to 6 gain much to support their development in art and design from their work with design and technology topics.
104. Pupils in Year 5 use sketchbooks effectively to experiment and practise techniques such as the effect of different brush sizes and to experiment with colour mixing. However, sketchbooks have not been used consistently in all year groups, and generally are underused for generating and refining ideas.
105. Insufficient lessons were seen to make an overall judgement on the quality of teaching and learning. However, teaching in the few lessons observed was good. Good subject knowledge and the ability to enthuse pupils and give them confidence to try and see what they could achieve, underpinned the good learning. All pupils, including those with special educational needs, were interested and involved. Pupils show respect for each other, and cooperate well as they work together in small groups. Key Stage 2 pupils make masks and help with backdrops, for Years 1 and 2 pupils to use in their musical productions. These features contribute well towards pupils' personal development.
106. The school makes effective use of a scheme of work, which draws upon nationally produced guidelines, as well as local authority produced units. The problem of pupils missing out on art lessons in some Key Stage 2 classes, as noted in the previous inspection report, has now been resolved. There are now good procedures for assessing and recording pupils' progress. Pupils' learning is enhanced by visits, for example, to Battle Abbey in Year 2, and from visiting artists to school, as in Year 3. Communal art projects, such as the Millennium tapestry of children's faces and the competition to design a picture to decorate a large cupboard - which drew entries from over half the pupils - also foster art and design, as well as enriching the school community.

DESIGN AND TECHNOLOGY

107. Pupils' attainment in design and technology is above national expectations at the ages of seven and 11. Standards have improved at Key Stage 2 since the last inspection. The introduction of a new scheme of work based on the national guidelines has improved planning in the subject. A good feature is that most year groups now use a design sheet and the pupils are taught how to evaluate their finished work. During the inspection only three classes were being taught design and technology but the evidence from discussions with teachers and pupils and from looking at pupils' design sheets and displays indicates that pupils are achieving above what is seen nationally. There was no evidence that girls' and boys' achievement differed. The use of information technology in the subject was not evident during the inspection but planning shows it forms part of the older pupils' curriculum and is an area the school has identified for further development.

108. Pupils in Year 1 successfully design and make a playground, exploring joining techniques using glue and sticky tape. They choose from a variety of simple materials to construct their swings and see-saws and other playground equipment. Older pupils continue to make good progress when they design and make more advanced projects because work is often linked to other subjects. Year 5 pupils successfully designed and made musical instruments finishing them to a high standard. They fill in a design brief showing the tools and materials they will use. Pupils evaluate their success when the artefact is complete. There are good links with literacy when they discuss their work with each other and write an evaluation of the finished project. They develop their language skills well when new words in technology are introduced. Year 6 pupils were observed measuring accurately and using their knowledge of circuits to power their buggies. By the age of 11, all ability groups have good construction skills and continue to design creatively. They use appropriate tools and materials and they take good account of these when they design products and evaluate their finished articles against their original intentions. In classes where pupils evaluate their work, they do it sensibly giving good reasons for why and how they could improve their work. Pupils enjoy opportunities to work creatively and have a sense of achievement when they make products that are unique to them. More able pupils demonstrate some flair and imagination in their designs and have good construction skills. Pupils with special educational needs make appropriate progress because they are well supported by their teachers and teaching assistants, whose expertise is well used. Pupils work collaboratively together and Year 3 pupils were observed negotiating well within their groups. They also demonstrated a knowledge of the processes of change and said that they would be writing about, '*What worked all right and what could be made better*'.
109. On the basis of pupils' good learning and observations of lessons, the quality of teaching is judged to be good. The teachers encourage pupils to work creatively and have high expectations of good standards of finished work and of methods of working. Pupils learn to make independent decisions about the materials they use and how their products will look. Teachers select interesting projects which was clear from the enthusiasm the pupils show when talking about what they have made during their time in the school. Some imaginative and well-constructed musical instruments from Year 5 pupils and controllable vehicles being constructed by Year 6 pupils show a good standard of work. Another design brief for Year 6 pupils was to design a headdress for the end of term concert. The colourful display in their classroom shows the interest and commitment the pupils put into their work. Teachers have a good knowledge of the design process which they communicate effectively to pupils. As a result, pupils have very good attitudes to their work which influences the progress they make and promotes increased confidence and pride in their achievements.
110. The subject is satisfactorily led and managed. The coordinator is new since the last inspection and she has successfully introduced a new scheme of work based on the national guidelines. She monitors the subject informally by talking to staff and looking at examples of pupils' work. This enables her to give support when it is needed and to ensure consistent quality of teaching and learning. Assessment procedures have been introduced but as yet are not being used effectively.
111. The school has a very good range of tools and other resources for the pupils to explore. These are very well stored and easily accessible for the staff. They are used well and pupils are fully aware of the safety aspect of working in design and technology.

GEOGRAPHY AND HISTORY

112. Standards in both subjects are average at age seven and above average at age 11. They are not as good at Key Stage 1 as they were at the time of the last inspection but are better than they were in geography at Key Stage 2. In history, standards remain the same for 11 year olds as they were previously. Only a limited number of lessons, or parts of lessons, were observed in geography and none in history. Evidence on standards is based on these lessons, examples of pupils' past work and discussions with pupils and coordinators. Pupils with special educational needs are fully involved in lessons and make good progress due largely to the support they have received in basic literacy skills.
113. In both subjects, pupils in Year 2 have a better understanding than their past work indicates. In discussion, they remember work done on islands in geography. They know that an island is a piece of land surrounded by water but are uncertain if they themselves live on an island. Pupils recount enthusiastically aspects of their work about the imaginary island of Struay in the *Katie Morag* stories. They understand that this is based on the island of Coll which they know to be located off the coast of Scotland. A minority of pupils are able to recognize the Outer Hebrides on a map. Some can name the county in which they live but have difficulty finding its approximate location on a map of the British Isles. Pupils can recognise contrasting features of differing localities and some use photographs as the basis for such comparisons.
114. In history, Year 2 pupils recall work on the Great Fire of London. More able and average attaining pupils know the date when it started, know why and where it began and understand why it spread so quickly. Pupils make good comparisons with life today in suggesting differences in the way major fires are dealt with. They understand that Samuel Pepys kept an important diary and that is how we know so much today, about events at the time. Pupils also know many of the facts related to the life of Florence Nightingale and understand that she lived later than the Great Fire of London. They compare nursing today with that at the time of the Crimean War suggesting ways in which medicine and hospitals have improved.
115. By Year 6, pupils have a satisfactory knowledge of rivers and can locate major rivers of the world in their respective countries. In their most recent study of 'a working river' more able pupils, particularly, use specialised vocabulary correctly in their writing and with good understanding referring to *source*, *deposits*, *silt*, *tributary* and *estuary*. In their study of the effect of a river on a community, their work on flooding in their own village is particularly relevant as some had to be evacuated from their own homes. They have conducted practical work including surveys to establish views on the effect of climatic change in their area and have questioned workmen on the flood defences to gather information on how the local environment can be sustained.
116. From their most recent work in history Year 6 pupils talk about the difference between aspects of ancient Greece and Sparta using their knowledge to link characteristics of the two societies. They name different Greek gods, create a map showing the extent of the Greek empire and know that the Parthenon has special significance for the people of Athens. However, much of the work is similar for different abilities. Pupils speak about having to '*check through work*' or read when they have finished ahead of others.
117. There were too few lessons observed in either subject to enable a judgement to be made on the quality of teaching overall but in the observed lessons, or parts of

lessons teaching was very good in geography at Key Stage 1 and good at Key Stage 2. Pupils respond with interest and enthusiasm to geography and the oldest pupils in the school prefer it to history. Some Year 2 pupils, however, are confused about the difference between the two subjects as they use the same book for both. Teachers present geography lessons in interesting ways which engage the attention of pupils and encourage them to do their best. In Year 2 for example, pupils are keen to talk about the different countries visited by *Barnaby the Bear*. The local environment, as a resource for practical work, is a particularly effective feature which is used well throughout the school to bring a more meaningful dimension to learning. In some classes it is used as a starting point for geographical enquiry. In Year 1, for example, pupils produce a simple mural of their village identifying the amenities and shops. They develop this by drawing pictures of things which they wish the village had. In other classes, the village is used as an additional factor as when considering the effect that people can have on their environment in Year 5. Pupils enjoy the idea of conducting a survey and gain considerably from talking to residents of the village about whether the High Street should be closed to traffic.

118. In history, pupils have opportunity to find information from reference books as in Year 4's work on *Tudor Exploration* but in some classes the overuse of photocopied sheets restricts pupils' abilities to respond individually or imaginatively to that which is taught. Where teachers are more imaginative in their approach to history pupils respond with greater creativity. For example in Year 5, pupils write from the point of view of a child employed in a cotton mill and others, a letter of application for the post of maid in a large house, in their study of Victorians. Here again, links with Victorian Robertsbridge bring an additional relevance to pupils' learning. Teachers mark pupils' work regularly in most classes but the quality of that marking is variable. It does not always focus sufficiently on improving pupils' geographical or historical understanding and carelessly presented work is sometimes accepted too readily.
119. Coordinators fulfil their roles satisfactorily and opportunities for the further development of these are included in the school improvement plan. The geography co-ordinator has been particularly effective in arranging an Indian week and a Caribbean week which involve parents and others from the wider community such as a steel band from a London primary school. These not only increase pupils' geographical understanding well, but also raise their awareness of cultures other than their own. Pupils' learning benefits from a good range of visitors and educational visits to places of interest.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Standards in information and communication technology meet expectations at the ages of seven and 11 and achievement throughout the school is satisfactory. This appears to represent a fall in standards since the last inspection when standards in some aspects of the subject were above average. However, the demands on schools and pupils have increased considerably in this subject over recent years, with national changes in the curriculum; the school has done well to keep abreast of these developments. Pupils with special educational needs achieve well and often reach standards commensurate with other pupils.
121. Pupils in Year 2 use word processing skills to support work in English. Using '*Mum, I can't get to sleep*' as a stimulus, they write sentences using space bars, capital letters and full stops, and can enter, save, and retrieve their work. Many Year 1 pupils, having designed a playground in work linked to design and technology, are able to

classify information about the playground equipment and present the findings as a pictogram.

122. Pupils in Year 6, research the Internet for information to support work in geography on topics such as *Natural Hazards*. They describe how they select the relevant information from that which is available, as do Year 5 pupils when researching the life span for three animals to add to a list of other animals already supplied. They develop their skills of data handling by putting data into a spreadsheet, prior to producing a graph. Good links are made with mathematics and with science. Year 5 pupils use word-processing skills well to support history and English work about Victorian times. Science is also supported in developing a graph showing the cooling times of different materials when testing for the best insulator.
123. The quality of teaching and learning is good overall. At the time of the last inspection they were very good. Of the four lessons seen, three were good and one satisfactory. Strengths in the lessons include the teachers' good relationships with pupils which underpin the good classroom management. Lessons are well structured around work in the computer suite, with the introduction and plenary usually taking place in the classroom. This contributes to the very good use of time and resources, including the digital projector. Teaching assistants provide very good support, and sometimes take a leading role. All pupils enjoy information and communication technology, and work well together in pairs or small groups. Pupils are well behaved and most listen well, and this makes a significant contributions the pace of lessons. Pupils work hard, respect each other, and the older ones especially share responsibilities. These aspects make a significant contribution towards pupils' personal development.
124. The school has broadly adopted the nationally approved scheme of work and has made good progress in developing it to ensure the subject is integrated well into the curriculum as a whole. The recently acquired digital camera is used by staff to support work such as religious education, prior to a church visit in Year 2 and in science work on habitats in Year 4. As yet, pupils have had limited opportunities to use it. There are very good procedures for assessing and recording pupils' progress.
125. Leadership of the subject is good. The subject coordinator has built up her knowledge well, and is enthusiastic. Drawing well upon support from the local authority, she has been able to ensure a good range of resources to support the teaching and learning of pupils throughout the school, including those with special educational needs. Technician support, within the last year, has also improved the provision in the subject. The school makes good use of the computer suite, lap top computers and associated resources. It has identified the need to increase resources and opportunities for control technology in Years 5 and 6 and aims to enhance touch typing skills through the school. Pupils learning will also be enriched by the widening use of information and communication technology across the curriculum.

MUSIC

126. Pupils reach above nationally expected standards in singing throughout the school. There is insufficient evidence to judge standards in other aspects of the subject, or to evaluate the quality of teaching and learning. Therefore, it is not possible to make a judgement on improvement since the last inspection. The contribution of visiting specialist instrumental teachers enables pupils aged seven to 11 to achieve well.

127. At Key Stage 1, pupils enjoy singing a variety of songs and hymns. They sing from memory and take great delight in demonstrating the loud dynamics of a song. Pupils sing and perform tunefully for their age. No lessons were observed where pupils were making music with instruments but talking to pupils showed that sometimes they have the opportunity to compose and perform their own music using untuned percussion. They also listen to a range of music in assemblies including music from other cultures.
128. At Key Stage 2, pupils demonstrate that they enjoy singing and they sing very well. At the lower end of the key stage they are becoming aware of pitch and can respond to hand movements to move the tune to a higher or lower pitch. They know that music is written down in a special way but do not know the correct musical terms for this nor the names of the notes. Pupils sing with enthusiasm and respond well to the teacher's direction. All pupils demonstrate an understanding of rhythm patterns. They enjoy listening to music in assemblies and have some knowledge of composers both of Western music and music from other cultures. Performances by visiting musicians enhance the music curriculum. As part of this year's Curriculum Week focusing on Afro-Caribbean culture, a Steel Band from a London primary school is visiting the school to perform for the pupils and to teach the pupils how to play. The school takes part in local music festivals and, currently, the pupils in Year 2 are practising for a festival involving local schools which will take place later in the term.
129. Because there is limited specialist musical expertise on the staff, the school has bought in staff from 'Youth Music' to maintain the good singing standards that the school has achieved. A very good session with the younger Key Stage 2 pupils was observed. Pupils demonstrated that they can sing in parts and maintain their tune. They demonstrated a good sense of rhythm even when the tune was syncopated. The pupils were all actively and enthusiastically engaged in the singing which was challenging at times.
130. The music coordinator manages the subject satisfactorily. In order to improve the quality of music teaching, the coordinator plans to review the scheme of work and purchase a published scheme. It is felt that using a published scheme will give more confidence to those teachers who have little or no musical expertise. The coordinator is currently trialling an assessment procedure that the school will adopt. At the moment, there is no uniform way of assessing or keeping records of pupils' attainment and achievement.
131. Resources for the subject are adequate. They are stored carefully, some in labelled boxes and some on trolleys that can easily be wheeled into a classroom. The coordinator has a small budget that she is using to increase the number of ethnic instruments for the pupils' use. Music plays a significant part in the pupils' spiritual and cultural development.

PHYSICAL EDUCATION

132. Standards are above those normally found at the ages of seven and 11. This is an improvement on standards at the time of the last inspection. Not all aspects were observed during this inspection, due to the way in which the curriculum is organised. Most lessons were games activities and one was gymnastics. Pupils with special educational needs take a full part in all lessons and make similar progress to that of other pupils.

133. In Year 2, pupils know clearly the importance of warming up before an activity and are aware from their science work of the effect that exercise has on their bodies. They remember and reproduce basic skills related to throwing and catching large balls as in netball and also rugby. Most are well co-ordinated and are able to throw effectively with good control whilst running. By Year 6 pupils have developed these competencies well and improve their skills successfully through practice. Pupils run and dodge skilfully when developing their rugby skills. They chase and manoeuvre dexterously, passing rugby balls accurately as they do so. There is no significant difference between the performance of boys and girls.
134. Pupils respond well to the sound and sometimes good teaching they receive. They enjoy the subject, are keen to perform to the best of their abilities and work well with partners and in groups. In one lesson, teaching was unsatisfactory because pupils were kept inactive for too long and the teacher's subject knowledge was not good enough to promote effective learning. Overall, teachers are secure in their understanding of the subject. They explain the purpose of the lessons clearly and are sufficiently knowledgeable to provide guidance on style and technique to take pupils' learning forward. For example, in a Year 5 lesson good attention was paid to the correct positioning of feet and arms in attempting to hit a ball with a racquet. Teachers make effective use of the good resources available to ensure pupils' maximum involvement. Most lessons proceed at a good pace which ensures that pupils are kept active and interested throughout. Occasionally, skills in one part of the lesson are insufficiently consolidated before the teacher introduces a subsequent and more difficult task, as in a Year 4 lesson on small ball skills involving catching and throwing. Teachers praise and encourage pupils well which stimulate pupils to try even harder. They make satisfactory use of demonstration as in a Year 1 gymnastics lesson where pupils were linking three basic movements. They do not always use these examples for critical analysis of strengths and weaknesses in order to improve pupils' performance. Where pupils are given the opportunity to evaluate whether lesson objectives have been achieved, they do so sensibly, as in a Year 5 lesson when, they commented that the windy conditions had hindered their progress.
135. The subject is led and managed satisfactorily by a co-ordinator who has monitored gymnastics in four classes since taking over the role at the beginning of the school year. However, there is currently no formal system for assessing learning or for recording pupils' progress in the subject, although this is planned for in the school improvement plan. Some aspects of the curriculum are in need of review; for example, tennis skills taught in Year 5 do not build clearly enough on those introduced in Year 4. A strong feature of the curriculum is the way in which pupils' learning is enhanced through extra-curricular clubs at Key Stage 2 and a variety of competitive sports against other schools. The school has been successful very recently in a stool-ball event, a tag rugby tournament and in a cross country competition. Due attention is paid to inculcating sportsman-like attitudes and consequently pupils have a mature and sensible attitude to taking part, to success and to failure. Pupils in Year 6 look forward to a day visit to an activity centre and pupils in Years 5 and 6 also take part in a residential visit every two years, when they participate in activities such as climbing, abseiling and canoeing.

RELIGIOUS EDUCATION

136. Standards are in line with the targets set out in the locally agreed syllabus for the subject at ages seven and 11. This is deterioration since the previous inspection when standards were judged to be above average. This is due to changes in staffing and to a reorganisation of the scheme of work that the school has now evaluated as

not meeting its requirements. A new member of staff was appointed as coordinator in January and he is currently working on the programme of work, which is aimed at redressing the balance. Very little religious education was observed during the inspection. Therefore judgements have been made from the few lesson observations and from talking to staff and pupils and looking at pupils' work.

137. By the age of seven pupils can remember some stories from the Old Testament. They can recount the story of David and Goliath and through reading about such characters as Noah and the building of the ark they learn about trusting in God and His promises and relate this to their own lives; for example trusting a parent when learning to swim. They know about special things associated with different religions and the names of the different places of worship, for example, that Jewish people worship in a synagogue.
138. By the age of 11 pupils have a sound knowledge of Christian festivals and an understanding of the stories of the Creation shared with Judaism. They also know and can talk about the Christian life cycle from baptism to death and burial. They know that Christians organise the year around the life of Jesus. They have an understanding of the beliefs of Hindus and Sikhs and know the importance of sacred religious places.
139. The quality of teaching and learning is good. There is good preparation and teachers are confident. In one lesson, pupils developed their understanding of the importance different peoples put on their sacred places, in this case the Aborigines and Ayers Rock. They were led to understand that respect should always be shown to sacred and holy things and places, regardless of personal beliefs. In another lesson, a teaching assistant who has a deep knowledge and love of the Bible, enthusiastically told Year 4 pupils about some of the books of the Bible. Such enthusiasm generates a positive response from the pupils.
140. Systems for assessing and recording pupils' attainment are areas for development. Resources have been purchased. They are satisfactory but do not yet provide a wide variety of artefacts from different faiths or a wide range of reference books. The management of the subject is sound and there is a suitable action plan that outlines appropriate further developments. The coordinator has a good understanding of the locally agreed syllabus for religious education and this is being used to develop a scheme of work for the school that will help teachers to plan effectively.