

# INSPECTION REPORT

## **HARLANDS PRIMARY SCHOOL**

Uckfield

LEA area: East Sussex

Unique reference number: 130954

Headteacher: Mrs JL Spry-Shute

Reporting inspector: Mr Christopher Gray  
21037

Dates of inspection: 16 – 19 June 2003

Inspection number: 260109

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Mallards Drive Uckfield East Sussex
Postcode:	TN22 5PW
Telephone number:	01825 764244
Fax number:	01825 764622
Appropriate authority:	The governing body
Name of chair of governors:	Mr S Harrison
Date of previous inspection:	2 February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21037	Christopher Gray	Registered inspector	Mathematics Information and communication technology Music	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
9561	Husain Akhtar	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18116	Chris Taylor	Team inspector	English as an additional language Special educational needs English Art and design Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?
23010	Loretta Watson	Team inspector	Educational inclusion Foundation Stage Science Geography History Religious education	How well is the school led and managed?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Harlands Primary School is situated in an estate of private housing, with which it was built in 1996. The school is for children aged four to eleven, and has 212 full-time pupils (104 boys and 108 girls). This is an average-sized primary school and much bigger than at the last inspection, because then the school had recently opened with children from Reception to Year 3 only. Overall, children's attainment on entry to the school is above average.

Most children come from the surrounding houses, though a few come from elsewhere in Uckfield. Overall, most pupils' socio-economic circumstances are more favourable than the national average. The proportion of pupils entitled to receive a free school meal (2.4 per cent) is below average. Two pupils have a European mother tongue other than English, though neither is at the early stages of learning English and six other pupils come from ethnic minority backgrounds. As a proportion, this is similar to that found in most schools. There are 13 pupils on the special needs register; at approximately six per cent of the school's roll, this is well below average. Three pupils have Statements of Special Educational Needs, and, in percentage terms (one per cent), this is about average.

### **HOW GOOD THE SCHOOL IS**

This is the first year in which the school has pupils who began in Reception and who have reached Year 6. They have received a satisfactory standard of education and the school is raising standards further. Pupils behave well and have good attitudes to their work. The standards the oldest pupils achieve when they leave the school in Year 6 are above average in English, mathematics and science. The overall quality of teaching is good. Management is satisfactory and the school gives satisfactory value for money.

#### **What the school does well**

- Pupils' attainment in English, mathematics, science and most other subjects is above average.
- Teaching is good.
- Pupils enjoy school and their behaviour is good.
- The school provides a secure and happy environment and makes good provision for pupils' personal development.

#### **What could be improved**

- The amount of challenge offered to higher attaining pupils.
- The use of the school day to ensure that all subjects get enough time.
- The influence co-ordinators have over the development of their subjects.
- Planning for future development involving evaluation of how well money has been spent.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Comparisons with the last inspection are made difficult by the significant change in circumstances of the school. In 1998, it was principally an infant school; today, it is over two-and-a-half times bigger. As it expanded into the juniors, recruiting experienced staff became a problem, with the result that important, extra responsibilities had to be undertaken by the headteacher. These problems led to a decline in standards, which the school has worked hard to reverse, with good effect. It has taken until the present year for the effect of this to be felt. Standards in English, mathematics and science are now above average in Year 6, representing satisfactory achievement overall for these pupils. Teaching is now good, though it was judged stronger when there were only three small classes. The school has made satisfactory progress on the issues identified by the last report. Overall, improvement since the last inspection has been satisfactory.

## STANDARDS

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

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

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

These results are over twelve months old. The children who took the tests had experienced disruption in their education as a result of staffing difficulties. Also, the class was small when it began in Year 1 and, by the time it reached Year 6, only three of the originals were left. The new cohort contained a larger number of pupils with special educational needs than is normal in the school. Results for 2003 have not yet been published and there are not enough data for any clear trends across the years to be established.

The inspection's findings are that standards at the end of the current Year 6 are above average in English, mathematics and science. The school is on line to meet its targets for the 2003 tests and this represents satisfactory achievement for these pupils. Attainment in these subjects is also above average in Year 2. Children in the Foundation Stage achieve well and most are likely to exceed the Early Learning Goals by the time they are ready to enter Year 1. Across the school, pupils have good literacy skills and use them well in most subjects. Pupils' numeracy skills are developing well and they have a good scientific knowledge. Higher attaining pupils are capable of higher standards in many subjects, especially mathematics and science. By Year 6, standards in art and design, design and technology, geography and religious education exceed expectations and they meet expectations in information and communication technology, history and physical education. No judgement on attainment in music could be made because too few lessons were seen.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school. They are keen to learn and improve.
Behaviour, in and out of classrooms	Good. Pupils' good behaviour has a beneficial impact on their learning. Behaviour is especially good in the playground.
Personal development and relationships	Good overall. Pupils are keen to be involved in all activities offered by the school. Relationships are very good.
Attendance	Good - better than the national average.



## TEACHING AND LEARNING

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

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

Teaching is good and examples of good teaching were observed in all classes. The school has greatly improved the way in which it uses information gained from assessment of pupils' attainment in English, mathematics and science in helping them to make good progress in the future. This is based on the deputy headteacher's good work on recording the data on computer, and good use has been made of this in the current year, especially by the Year 6 teacher, whose pupils have made good progress. Teachers' relationships with pupils form another ingredient of the school's successful teaching. Teachers clearly enjoy teaching and this encourages the pupils to enjoy learning. Lesson planning is good and helps pupils know what they are going to learn in each lesson. Lower-attaining pupils and those with special educational needs are generally given good support, but, frequently, other pupils are all given the same work. Teachers do not plan and implement enough objectives for different groups which offer greater increase in challenge, especially in mathematics and science. English teaching is good. Literacy skills are taught effectively and pupils use these skills well in most subjects. Fewer pupils spoke with enthusiasm about reading than is usual with children of their ability. Mathematics teaching is satisfactory and numeracy receives a good emphasis, including in other subjects where measurement and calculation are involved. Teaching is satisfactory in history and good in all other subjects, with the exception of information and communication technology and music, where lack of evidence meant no judgements could be made. However, the time spent on directly teaching information and communication technology skills is too short, as is that allowed for music. Pupils for whom English is an additional language progress at similar rates to other pupils because their expertise in English presents no learning barrier.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All the required subjects are taught, but the time allotted to them does not give long enough for some subjects, especially music. A good range of extra-curricular activities increases pupils' opportunities for learning.
Provision for pupils with special educational needs	Good. Support is well-organised and effective. Parents and pupils are involved in the reviews, and close links with outside agencies are maintained.
Provision for pupils with English as an additional language	Very few pupils come into this category and those who do are fluent in English.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Parents appreciate the caring ethos created by the school, especially the way older pupils look after younger ones. Pupils are encouraged to be considerate and well-mannered. They have good opportunities for learning about their own culture and for exploring those of others.
How well the school cares for its pupils	The school does this well. Staff are aware of pupils' social and emotional needs. Procedures for ensuring pupils' welfare, health and safety are effective.

The partnership with parents is good. Parents are happy with most aspects of the school's work. Many parents help in classrooms and around the school. This is valued by the school, as is the effective support of the Friends of Harlands.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher continues to give good leadership and has successfully led the expansion into a full primary school. She is supported by a committed senior leadership and staff team, but more responsibility needs to be delegated to co-ordinators. Difficult circumstances have hindered school development and improvement.
How well the governors fulfil their responsibilities	Governors have a very good understanding of the school's strengths and weaknesses and work effectively to give good support to the school.
The school's evaluation of its performance	The school has developed good systems for analysing the attainment of each pupil in English, mathematics and science, which have been key to the recent rise in standards. Evaluating the success of management initiatives is the next priority.
The strategic use of resources	Staffing levels are good and resources are satisfactory overall. The accommodation provides a good environment for learning. The school makes adequate use of the principles of best value.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress.</li> <li>• The school is helping children to become mature and responsible and to work hard and achieve their best.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework.</li> <li>• How the school works with parents in giving them information about their children's progress.</li> <li>• Extra-curricular activities.</li> </ul>

Inspectors agree with most of what parents like about the school. Parents' feelings about homework vary; on the whole, most parents are happy with amounts but would like better guidance on what to expect and more feedback on how it has been done. Few like homework for the holidays. Inspectors find the information given to parents is good, though reports would benefit from comments on how parents can help children improve. Many parents think the parents' evenings are not well positioned in the year for enabling them to act on what teachers say and inspectors see this as a reasonable observation. Inspectors found that the range and quality of extra-curricular activities are good for a school of this size.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

##### **National Curriculum test results, trends and targets in 2002**

1. Pupils' results at the expected level (Level 2 and above) in the 2002 National Curriculum tests at the end of Year 2 were average in reading and below average in writing and mathematics. In science, Teacher Assessments showed that pupils' attainment was well below average. At the higher level (Level 3), results were average in reading, above average in writing and science and below average in mathematics.
2. Looking at the average point score (where pupils' attainment at all levels is taken into account), results were below average in reading, writing and mathematics and well below average compared with the results of schools in similar circumstances. Trends in all three areas have been downwards since 2000.
3. Pupils' results at the expected level (Level 4 and above) in the 2002 National Curriculum tests at the end of Year 6 were average in English and below average in mathematics and science. Results at the higher level (Level 5) were average in English and below average in mathematics and science.
4. The average point score shows that results compared with those of all schools were average in English and mathematics and below average in science. Compared with those of similar schools, results in all three were well below average. The school has had Year 6 pupils for only two years, so there are not enough data for trends to be observable. The school missed its targets by quite a margin in 2002, though the present Year 6 pupils are on track to meet theirs, set at above average levels.
5. These results make depressing reading but reflect the difficulties experienced by the school in recruiting staff to expand the school, as well as for the usual amount of replacement of teachers. Several year groups have experienced disruption in their education in the last few years, especially the Year 6 cohort who took last year's National Curriculum tests.

##### **The findings of the inspection**

6. Now that the school has a complete primary age-range, management has had time to train and support staff with a view to raising standards. Nonetheless, most new appointments have tended to be of newly qualified teachers, meaning that the amount of support needed has been greater than in those schools which are not growing year by year. Recent initiatives - such as the good, targeted teaching in Year 6 to accelerate progress in mathematics, and the intervention with targeted groups in Year 2 - mean that standards have now risen very significantly to levels similar to those found by the last inspection.
7. Children begin Reception with above average skills and knowledge overall, though generally average in personal development. Teaching is good and enables most children to attain the Early Learning Goals in all areas by Year 1, and many to exceed them.
8. In English, pupils' attainment is above average by Years 2 and 6. Reading is above average by Year 2 and well above by Year 6, yet inspectors were surprised at the general lack of enthusiasm for reading as a hobby, even among higher-attaining pupils. Writing is good and is well used in many subjects besides English.
9. Pupils' attainment in mathematics is above average by Years 2 and 6. Pupils develop good numeracy skills, though not enough have instant recall of their times-tables. Pupils use

numeracy skills in other subjects, such as when handling data in information and

communication technology or geography. Number skills tend to be higher than those in other areas of the subject, especially in Year 6. Higher attaining pupils achieve good standards, but many of them are capable of reaching still higher levels.

10. In science, standards are above average by Years 2 and 6. Older pupils use their literacy skills well to record their work. Pupils generally demonstrate a good scientific knowledge, but higher-attaining pupils are capable of higher standards.
11. Attainment in information and communication technology is as expected by Years 2 and 6 and is spread across all aspects of the subject. Pupils use computers in most subjects and are familiar with undertaking research on the Internet as early as Year 2.
12. Standards in religious education exceed the expectations of the agreed syllabus by Years 2 and 6. Pupils learn to respect the views of others and show interest in their traditions - as observed when Year 6 pupils listened to music associated with specific ceremonies.
13. Pupils' attainment by Year 2 is higher than expected in art and design, design and technology, and physical education and meets expectations in geography and history. By Year 6, standards are above expectations in art and design, design and technology and geography. They are in line with expectations in history and physical education. Lack of evidence meant that no judgement could be made on standards in music at either key stage.
14. Only two pupils have a mother tongue other than English. Their level of English speaking is high and presents no barrier to their learning.
15. Pupils with special educational needs receive good specialist attention and are well supported by teaching assistants in lessons, enabling them to make progress parallel to that of other pupils in the class. In one case, a group of pupils with physical co-ordination difficulties were playing games in the hall using scooter boards, to help develop upper body strength and co-ordination. They enjoyed this a great deal and were benefiting from it.
16. The school has identified gifted and talented pupils and staff have received training in developing pupils' thinking skills. Currently, however, the progress of these pupils is similar to that of other higher-attaining pupils.

### **Pupils' attitudes, values and personal development**

17. As at the time of the previous inspection, pupils enjoy coming to school. They attend the school regularly and promptly. Pupils have a good attitude towards learning. Personal development is good and pupils behave well and form very good relationships.
18. In Reception, children begin to develop good levels of concentration and show a good attitude to all the activities provided. Across the school, pupils listen attentively, interest and concentration are well sustained, and involvement in learning is evident across activities and throughout the different age and ability groups. Most pupils enjoy their lessons. For example, Year 1 pupils enjoyed role-play in an English lesson when looking at the story of Cinderella and Year 6 pupils enjoyed working with a range of media in a design and technology lesson. The caring attitude of the staff ensures that all pupils receive a high level of support. Consequently, pupils with special educational needs respond effectively to the tasks and challenges presented by the teachers.
19. The school pays good attention to pupils' moral and social development and almost all of the pupils fully benefit from this. Their good behaviour has a beneficial impact on their learning. Sometimes a very small number of pupils have difficulty behaving well but they try hard to do so, with some success. Behaviour is especially good in the playground, where boys and girls of all abilities play together. In fact, respect for feelings, values and beliefs is good in the school.

Bullying is not a significant problem, because lunchtime supervisors and members of staff are continually vigilant and deal with any rare incidents quickly and effectively. During the inspection no incidents of bullying or rough play were observed. Relationships between pupils and between pupils and staff are very good, with mutual respect very much in evidence. Two boys were excluded for fixed periods during the last academic year for good reasons.

20. The importance of good attendance and its impact on children's learning are well understood by the great majority of parents and as a result, their children's attendance and punctuality are good.
21. Pupils respond well to all the opportunities provided by the school for developing personal qualities. Pupils in Reception are able to organise and do their work independently in many activities. As pupils progress through the school, they develop a good level of self-discipline and an understanding of what is right and what is wrong. They demonstrate that they understand the impact that their actions have on others. They take good care of the building, property and resources. Pupils who go on residential trips cope well with living away from home.

### **HOW WELL ARE PUPILS TAUGHT?**

22. The quality of teaching in the school is good overall. In the lessons observed, it was very good or better in 17 per cent of lessons, good in a further 52 per cent and satisfactory in 31 per cent. There was no unsatisfactory teaching. The proportion of very good or better teaching at the last inspection was nearly double what it is now, but it must be remembered that then there were only three, small classes as compared with seven full-sized ones now.
23. The school has undergone teething problems in expansion over the last few years, caused largely by recruitment issues. Now the school has a full age-range, these are in the past and a strength of the present teaching is the coherence and shared sense of purpose of the whole staff team. New teachers are well supported, as the additional teacher to help with group work in Year 2 shows. The deputy head's thorough data bank is driving the process of targeting based on a detailed knowledge of pupils' attainment, as is shown by the good work undertaken by the Year 6 teacher in raising pupils' standards significantly from the start of the year.
24. Teachers' relationships with pupils form the next chief ingredient of the school's successful teaching. Teachers clearly enjoy teaching and this encourages the pupils to enjoy learning. This centrality of learning produces a purposeful atmosphere in lessons, where pupils behave calmly and generally get on with their work as if no other idea could enter their heads. A very good example of this was seen in a Year 1 lesson based around personal development. Role play and story are important aspects of Year 1's work and the focus of the inspection week was *Cinderella*. One afternoon, the ball was to take place and pupils were to attend as characters they had chosen earlier - including rats and mice - in costumes they had brought from home. But before each group was allowed to attend, they had to identify in discussion with the teacher reasons of personality which should permit or disqualify a character from going; for example, an ugly sister, because she was selfish. You might expect that a group of six-year-olds would feel disgruntled, when they had to discuss aspects of personality with their teacher whilst the rest of the class were dancing in the playground. But this was not the case. Each group came in happily because they understood that the learning in the lesson was as important as the play.
25. Teachers' planning is another foundation of good teaching. All lessons have clear expectations for the children's learning and these are clearly explained to them at the start. Most lessons return at the end to the intentions, so that pupils can consider how well they have achieved the goal. Activities chosen are usually interesting, relevant and sometimes inspiring. An excellent history lesson in Year 3 was centred round the experience of evacuees from the cities at the start of the Second World War. The lesson started with a chance for pupils to rehearse their understanding of why cities were unsafe during the war and of precautions taken, such as the blackout. The teacher had prepared an envelope for each group, containing copies of original letters, diaries, photographs and newspaper cuttings. Pupils discussed the items and what they could learn from them, showing an awareness of the difference between direct evidence and inference. By the end of the lesson, pupils wrote letters home (on tea-stained paper) to their

much-missed parents, commenting on things such as nits, who they were missing most and why.

26. In the lesson just described, the teacher had ensured that lower-attaining pupils had support for their writing in the form of a structured letter and so they were able to experience success in their work. Planning for pupils of different abilities, especially the higher attainers, is the main area of weakness in the teaching. Lower-attaining pupils are generally given good support, but, frequently, other pupils are all given the same work. When brighter pupils finish first, they are usually given extra work, but this 'extension' work is only reached when the original task is complete; if the pupil doesn't manage to get that far, then he or she is not 'extended'. There are not enough occasions when pupils begin their work at different levels and this is because teachers are not planning in sufficient detail for what different groups of pupils can attain. This is especially so in mathematics and science, but there is room in all subjects for teachers to provide and implement graded lesson objectives for different groups.
27. Teachers use questions well to help pupils recap on previous learning. This is important because it helps pupils to see how a lesson connects with what went before and weaves their learning together well. However, teachers sometimes miss opportunities to challenge pupils' thinking in oral sessions, by keeping too many of the questions at an average level. There are few occasions when the teacher turns to higher-attaining pupils with a question which others could not answer.
28. The teaching in the Reception class is good. The teaching areas and outdoor facilities are safe, welcoming and stimulating. Very good use is made of information collected through regular assessment in each area of the curriculum and activities are well matched to individual children's needs.
29. English teaching is good. Teachers emphasise literacy skills well and give good opportunities for their use in most subjects. Assessment and marking are used well in this subject to match work to pupils' abilities. Some lessons are too long, however, and in others pupils have to spend too long on the carpet before getting on with their tasks.
30. The teaching of mathematics is satisfactory overall. All teachers make good use of the structure of the numeracy strategy and number receives a good focus. Mathematics, however, is the subject which most suffers from the need to give pupils more challenge, especially higher-attaining pupils. Though standards are high, they need to be even higher. Worksheets are also a restrictive ingredient because many of them are too prescriptive and limit the pupils' responses.
31. Science teaching is good. Teachers provide good opportunities for pupils to explore and share their ideas. Higher-attaining pupils could be given more challenge in some lessons, where assessment data are not used as effectively in planning as they are in some other classes.
32. Teaching is good in religious education in Key Stage 2; no judgement is made for Key Stage 1 because of lack of evidence. Teachers encourage pupils to explore others' beliefs; the subject is taught with sensitivity and, as a result, pupils gain respect for people's faith.
33. Direct teaching in information and communication technology is rare - so much so that no overall judgement can be made. Teachers instruct the class or groups in specific skills, but are not able to spend long enough in interaction with pupils because only 30 minutes is allowed as a maximum, and even this amount is sometimes reduced.
34. In the other subjects, teaching in Years 1 and 2 is good in art and physical education and satisfactory in geography and history. No judgements were made in design and technology or music because of lack of evidence. In Years 3 to 6, teaching is good in art and design, design and technology, geography and physical education and satisfactory in history. Again, insufficient evidence meant no judgements were possible in music.
35. The special needs teachers give effective help to pupils and provide valuable support for classroom assistants and teachers. Members of staff know their pupils well and have good relationships

with the pupils' parents. This means that problems are picked up and dealt with early on in the child's school career. Pupils with special educational needs are offered a good range of learning opportunities, which are appropriately planned. Support is particularly focused on literacy, but is given in other subjects where needed.

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

36. The quality and range of learning opportunities are satisfactory for pupils across the school. The recommended Foundation Stage curriculum is implemented fully in the Reception class and National Curriculum requirements are fulfilled in the rest of the school. The provision of religious education is in accordance with the Locally Agreed Syllabus. All statutory requirements are met and there is a good range of extra-curricular activities. The literacy and numeracy strategies are having a good effect on the development of pupils' skills. Personal, social and health education are provided effectively across the school.
37. At the time of the previous inspection, curriculum provision was also satisfactory. Since then, the school has produced and implemented a policy for sex education. However, not all subjects are allocated an appropriate amount of teaching time. In some classes, too much time is spent on the teaching of literacy and numeracy, which means that certain other subjects, particularly music, receive too little teaching time. Also, time in the school day is not always used to best purpose when lessons or assemblies start or end late or pupils come in from play late.
38. There is good provision for activities outside lessons. For example, Year 6 enjoys a residential trip to the Isle of Wight, and other classes have trips to local centres of interest such as Newhaven Fort. There are various clubs developing different areas of the curriculum, including sports, music and cultural activities. During the inspection, pupils were enjoying activities in an art club and social skills club. A significant number of pupils attend these clubs and get a great deal from them.
39. The provision for the teaching of pupils with special educational needs is good. The school fully complies with statutory requirements and teachers are well versed in the requirements of the Code of Practice.
40. There are a small number of pupils in the school with English as an additional language. However, they are fluently bilingual and can use English effectively as a medium for learning. Because of their command of English, they are able fully to access the curriculum without any extra help.
41. The provision for personal, social and health education (PSHE), which includes sex and drugs education, is good. It is taught right across the school and it effectively encourages the pupils to behave well, care for each other and take responsibility. In one class, pupils were learning well about how each of them was special and different from each other. In another effective lesson, they were using role play to learn about the dangers of drugs. Sex education is taught as a part of the science curriculum, and also in the context of sex and relationships in Years 5 and 6. Parents are consulted on this, and outside visitors such as the school nurse are involved. Assemblies also support the PSHE programme. Teachers use circle time effectively to influence attitudes - this is a controlled discussion in which all have a chance to express their views and a have right to be listened to.
42. Links with the community are satisfactory and support pupils' learning and welfare. The elderly members of a local art club - 'Hands-on-Art' - visit the school to talk about the artistic aspects of the local area, which has helped pupils in their art work. Visitors, including representatives from the fire brigade, the local recycling department and a national children's home, enhance the curriculum. Specialists from the community - for example, from the tutorial support service and the educational psychologist - visit the school regularly and support pupils' welfare. Year 6 pupils

gain experience of the wider community by a residential visit. Liaison with the receiving secondary schools helps smooth transition from the school. The Sussex Business Partnership helped Year 6 pupils in producing the 'year book' but links with industry are limited. The school has no planned links with teacher training establishments.



## **Provision for pupils' personal development**

43. Spiritual, moral, social and cultural provision is good overall. The members of staff all provide good role models for pupils' personal development. At the time of the previous inspection, the provision was also good overall.
44. Spiritual development is fostered through assemblies, which are primarily Christian in ethos but also seek to celebrate pupils' achievements and build a sense of self-esteem. It is most effectively reinforced by the provision in PSHE and other lessons. Pupils learn to have confidence in their actions and work and to have a sense of their own value. They are good at understanding the feelings of others and how things can affect their lives. The school has a caring and tolerant ethos that fosters spiritual development. All are valued and their ideas and beliefs are treated seriously and never dismissed. In one class, pupils were learning to put themselves in the place of children evacuated from their homes in the Second World War and to imagine how it felt to be separated from their families. In another, they were marvelling at the rapid melting of ice.
45. Provision for moral development is very good. Behaviour seen in lessons and across the school is good. There is a clear moral code based on the school's aims. Classes develop their own class rules and issues, such as equality and inclusion, are included in discussions when problems are tackled. Adults demonstrate the moral code in their teaching, and the older pupils know about the moral codes of other communities and understand the importance of respecting them. There is a mature appreciation of the difference between right and wrong. Initiatives such as the 'Playground Eyes' help to prevent bullying and to ensure that pupils who feel isolated can be supported.
46. The social development of pupils is good. At the time of the inspection, there was no School Council to enable pupils to participate in the democratic process, but one is planned for the near future. The 'Circle of Friends' ensures pupils have someone to play with at break times. Pupils engage with the wider community through charitable work. They have the opportunity to experience leadership and responsibility as monitors or as a 'buddy' - when older pupils take turns to look after and play with the younger ones at lunchtimes. Pupils experience residential visits, discuss conflict resolution when they are in trouble and learn to be members of teams in sporting activities. They frequently work well together and the school functions as a supportive, caring, creative and responsible community in which there is much harmony and respect. In particular, the staff demonstrate high levels of teamwork.
47. Cultural development is well provided for. In particular, high quality art work is produced. In one lesson, a group of Year 5 pupils were enjoying producing watercolour landscapes. Several of the children were totally absorbed in this activity. In another class, pupils were producing poetry about the Vikings. They had learned the style of a number of different kinds of poetry and were effectively creating their own whilst drinking 'Viking Blood'. There were few opportunities to observe musical activities during the inspection. There are extra-curricular clubs for cultural activities such as art, textiles, drama, music and stamp collecting. The school has made suitable efforts to prepare its pupils to live in a multi-ethnic society. These include the use of effective displays, initiatives in lessons, such as the use of world music in a lesson on religious education and good quality library books. It has also had input from parents from other countries and is looking for ways to improve this area.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

48. The school has maintained its good ethos of pastoral care and support reported by the previous inspection. Procedures for ensuring pupils' welfare are good and those for checking and improving their academic performance are satisfactory.
49. The school takes good care of its pupils, and monitors personal development effectively. This is appreciated by parents. Staff are aware of pupils' pastoral strengths and weaknesses and

support them in a purposeful way. Adults value every pupil as an individual and also encourage all of them to work co-operatively. This was observed in a Year 3 mathematics lesson where pupils were working in small groups to do their number work by using coins. The school's clear behaviour policy, with its rewards and sanctions, is consistently applied and is successful. Break and lunch-times are well supervised, which effectively deters any anti-social behaviour like bullying. Any disruptive behaviour in the classroom is well managed by the teachers.

50. There is a high expectation of good behaviour and pupils respond well to this. Circle time helpfully gives pupils the chance to discuss their anxieties and feelings. The steps taken to ensure pupils' welfare, health and safety, including the school's arrangements for child protection, are good. The headteacher, the named responsible person, is knowledgeable in child protection matters and keeps others informed about the relevant issues. Pupils are carefully guided on matters relating to their welfare and health through the curriculum and by visiting specialists. The school has appropriate links with the support agencies. Well-developed links with the key receiving secondary school ensure a smooth transfer from the school. There are effective procedures for monitoring and promoting good attendance. Parents are asked to telephone on the first day of absence and if this does not happen, the school responds immediately.
51. There are good procedures in place for assessment and the analysis of data. At the time of the previous inspection, assessment was also good, but the school has recently implemented computer technology to assist in handling the information collected. Data from the results of tests taken by pupils throughout the school are entered onto a computer database; this now allows teachers to track individual children as well as groups. However, further analysis by groups such as gender has not yet been undertaken. Analysis of these tests allows teachers to identify where pupils have done well or where there are concerns. This means that they have a good understanding of the needs of individual pupils. Regular tests in reading, writing and mathematics are used for grouping pupils and to set targets; this has a positive impact on teachers' planning. End of year assessments identify where pupils have not made progress, and this is highlighted for the next class teacher.
52. Assessment files are kept on the computer system for English and mathematics. Each teacher keeps files of assessment in other subjects, but there is no coherent system across the school for the foundation subjects, religious education or information and communication technology. Self-assessment by pupils is not carried out, although pupils do evaluate their own work in some subjects such as in design and technology.
53. When pupils with special educational needs are identified, the special needs co-ordinator is informed and they are assessed in order that they get the most appropriate help. Individual Education Plans are then prepared, which have appropriate targets and are reviewed at least three times every year. Wherever possible, these plans are fully integrated into classroom activities. Parents and pupils are involved in the reviews, and close links with outside agencies are maintained. Targets are set for pupils which are appropriate and manageable.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

54. The overall partnership with parents is good. Parents are happy with most aspects of the work of the school and their impact on the work of the school and their children's learning is good. The school provides good quality information for parents.
55. Parents' questionnaires confirm their confidence in the school. For example, they believe that the school helps their children in becoming mature and responsible. Teaching is good and children make good progress. A small but significant number of parents who returned the questionnaire were not that happy about the range of activities outside lessons and the amount of homework. Inspection findings are that pupils have opportunities to participate in a range of after-school activities, such as the football club, and extra-curricular provision is good overall. The learning of pupils is well supported by the homework. However, parents would appreciate clearer guidance on what the school expects in terms of feedback and more comments on how well homework is

done. No parent at the pre-inspection meeting expressed a liking for homework given for the holidays.

56. Parents know that the school expects their children to work hard and are keen to support their child's learning at home. To this end, the school provides curricular information as well as open access to parents once a month when they can share in their children's work. When the school was smaller, this was weekly, and some parents regret the loss of most of these opportunities. A reading log is available for the older pupils and their parents to keep a record of reading. Parents are encouraged to help in the school - many help in classrooms and to catalogue the stock in the library. The *Friends of Harlands* regularly engages in social events and fund-raising. The association has raised considerable funds for many items including the book stock in the library.
57. The school explores ways in which the school and parents can work together in an effective manner for the benefit of their children. The school has developed an impressive web site, which contains useful information about the school and its work. Parents are encouraged to use e-mail to enhance communications between the school and parents. The school publishes a prospectus and governors' annual report, which are user-friendly and helpful but do not include all the statutory information required. A small number of parents do not think that they get enough information about how their children are getting on in their learning. Satisfactory annual pupils' progress reports provide an insight into the performance of individual pupils and there are consultation meetings for parents to discuss their children's progress. Parents are also welcomed to visit the school on a more informal basis to discuss any concerns that they might be having about their child's academic or social development. It is difficult to explain why a small number of parents do not feel comfortable in approaching the school and do not think that the school works closely enough with them, when so many others do not experience this feeling.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

58. The school is soundly led and managed. The headteacher gives a good lead on pupils' personal development and the management of pupils' behaviour and has successfully led the expansion into a full primary school. Past difficulties in staffing have hindered the development and improvement of the school. The headteacher and senior teachers now have clear targets, which are discussed with all members of staff and which focus on raising standards and improving the quality of teaching and learning. The school is beginning to analyse results more closely and to track the progress of individual pupils and the success of this is apparent in the inspection's findings on standards in English, mathematics and science.
59. The senior leadership team meet regularly to discuss the school's development and arising issues. They work hard to develop good relationships among the staff and provide support for new members. They have limited involvement in the monitoring of teaching and learning but do monitor the assessment of pupils' achievements in core subjects. They now look more clearly at the criteria for success and this is an improvement since the last inspection. As yet, subject leadership is insufficiently rigorous. Co-ordinators have a clear view of what is expected but do not control a delegated budget and are not allocated time in which to monitor teaching quality. Using their own time, they monitor pupils' work and liaise closely with teachers, providing support and advice when needed. Co-ordinators have yet to establish a consistent approach to assessment and the use of this in evaluating standards in attainment and teaching.
60. The provision for pupils with special educational needs is well managed. The school promotes racial harmony well by means of the prominence given to children's happiness and welfare. The insufficient challenge given to higher-attaining pupils in some lessons means that their learning opportunities are sometimes restricted.
61. Governors are supportive and are well informed of the school's strengths and weaknesses. Apart from minor issues, they discharge their duties well and the chairman gives a good lead. There is a good relationship between the headteacher and governing body and governors are developing their influence on the work and life of the school and the main task of raising standards. They

appreciate that the school development plan needs clearer success criteria, which can be easily measured. There is a shared, strong commitment to improve the quality of education provided by the school.

62. Extending the period covered by the school improvement plan to cover more than one year was a key issue at the last inspection, together with establishing criteria to use in judging when a target had been accomplished. The school has made satisfactory progress on this issue, and the plan is now for a three-year period in outline. Details are filled in each year as the previous year's work is reviewed, a process involving staff and governors.
63. However, the criteria for success are often simply restatements of the target; for example, "Task: to agree a policy for inclusion; criterion: statement agreed and recorded", rather than, in that instance, being expressed in terms of the attainment of particular groups. Co-ordinators produce detailed action plans, but they have not been trained to cost their financial implications or to administer a budget to pay for their initiatives. Because of this, the budget cannot be sufficiently geared to the priorities in the school improvement plan; rather, amounts remaining after staffing costs have been allocated are divided between the priorities previously agreed. Governors are aware of this and have set their own priority for improving the links between finance and forward planning.
64. The day-to-day running of the school's finances is good. The school office is run efficiently and enables staff to carry out their duties effectively. The bursar gives regular up-dates to the governors' finance committee and attends their meetings when the budget is being set. The grant for special educational needs is well spent and topped up from other sources. The most recent audit raised very few points, all of which have been covered. Office staff provide a good welcome to parents and visitors. Good use is made of information technology in management - especially in teachers' planning and recording assessment data.
65. Governors follow recommended procedures for purchases. They are very conscious of the comparison between their school's results and those of similar schools. However, they have not determined procedures for gauging the cost-effectiveness of spending decisions. Governors' application of the principles of best value is satisfactory.
66. There is a mix of new and well-established teachers. All staff are committed and hard-working, and their expertise is appropriate to cover all aspects of the curriculum, including special educational needs. The support staff provide good support and are well deployed. Similarly, the administrative, catering and cleaning staff provide a very good service for the school. The building is spacious and modern and is of good quality. Outdoor play areas are well maintained and provide a good environment. Resources are satisfactory enough to meet the needs of the National Curriculum, excepting music, where they are poor.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

67. To further improve the standards of work and the quality of education provided, the governing body, headteacher and staff should:
- (1) Improve pupils' achievement, especially that of the higher attainers, by:
    - using assessment information more closely in identifying the next level of learning;
    - matching work more closely to these needs;
    - providing greater challenge in the questioning in all lessons.  
(Paragraphs 9, 10, 26, 27, 30, 31, 93, 99)
  - (2) Make more effective use of the school day by:
    - *f* creating a better balance between the amount of time spent on English and mathematics and that available for other subjects, especially music;
    - making prompt starts and finishes to lessons, assemblies and play-times.  
(Paragraph 37)



- (3) † Give subject co-ordinators more control of their areas by:
- introducing consistent assessment procedures to the subjects which currently lack them;
  - enabling them to evaluate the standards of teaching and attainment in their subjects;
  - ensuring that they use their findings to develop teaching and learning.  
(Paragraphs 59, 87, 94, 100)
- (4) † Make the school improvement plan more central to the school's development by:
- including estimates of the cost of initiatives in order to guide the planning of the budget;
  - expressing criteria for success in easily measurable terms, related to standards of attainment wherever possible;
  - involving co-ordinators more in the financial implications of their action plans;
  - training co-ordinators to set measurable targets for success and monitor the effectiveness of initiatives.  
(Paragraphs 62, 63)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- (5) Promote the popularity of reading by:
- † improving boys' attitudes to books;
  - providing more opportunities to enjoy literature in lessons;
  - hearing younger children read as much as possible at home and at school;
  - † making more use of the library for reference purposes.  
(Paragraph 80)

*† denotes an issue already highlighted as a priority in the school's development plan.*

*(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	25	15	0	0	0
Percentage	2	15	52	31	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	212
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

#### 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	13

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	4.5

#### Unauthorised absence

	%
School data	0

National comparative data	5.4
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National comparative data	0.5
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*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	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	12	13
	Girls	12	13	13
	Total	26	25	26
Percentage of pupils at NC level 2 or above	School	87 (87)	83 (83)	87 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	9
	Girls	13	13	12
	Total	24	24	21
Percentage of pupils at NC level 2 or above	School	80 (80)	80 (87)	70 (77)
	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	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	10
	Girls	13	13	13
	Total	20	20	23
Percentage of pupils at NC level 4 or above	School	74 (94)	74 (76)	85 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	12
	Girls	14	14	14
	Total	21	24	26
Percentage of pupils at NC level 4 or above	School	77 (88)	89 (94)	96 (100)
	National	73 (72)	74 (74)	82 (82)

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

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
141	2	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
1	0	0
1	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
65	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)	8.9
Number of pupils per qualified teacher	23.7
Average class size	30.3

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	131

FTE means full-time equivalent.

### **Financial information**

Financial year	2002/3
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	£
Total income	439,237
Total expenditure	429,221
Expenditure per pupil	2,054
Balance brought forward from previous year	2,324
Balance carried forward to next year	12,340

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	1.4
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	212
Number of questionnaires returned	129

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	25	6	2	2
My child is making good progress in school.	51	41	4	3	1
Behaviour in the school is good.	40	50	4	4	3
My child gets the right amount of work to do at home.	28	50	17	4	2
The teaching is good.	38	51	4	3	4
I am kept well informed about how my child is getting on.	31	39	24	5	2
I would feel comfortable about approaching the school with questions or a problem.	55	31	9	5	1
The school expects my child to work hard and achieve his or her best.	57	33	2	2	5
The school works closely with parents.	36	40	17	4	2
The school is well led and managed.	47	44	2	4	2
The school is helping my child become mature and responsible.	49	40	5	2	4
The school provides an interesting range of activities outside lessons.	24	37	27	8	4

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

68. Provision for the children in the Reception class is good. The teaching areas and outdoor facilities are safe, welcoming and stimulating. Regular newsletters keep parents well informed about children's activities and learning. Homework diaries plus monthly meetings provide opportunities for staff and parents to discuss the children's progress. Home visits are to be introduced in September alongside planned liaison with pre-school establishments.
69. The curriculum for the Reception class is well balanced and meets the needs of the children. The good teaching and teamwork reported at the last inspection have been maintained. Very good use is made of information collected through regular assessment in each area of the curriculum and activities are well matched to individual children's needs. This is an improvement since the last inspection. Rooms are colourful, bright and well resourced with interesting and exciting equipment and displays which motivate the children to participate and hence to learn. Children's attainment on entry is above average overall. Because of the attention paid to the needs of each individual, children of all abilities achieve equally well.

### **Personal, social and emotional development**

70. Children join Reception with skills in this area of their development in line with those expected for their age. As a consequence of good teaching, children achieve well and by the end of the year these skills are well developed.
71. This area of development is emphasised during the children's time in Reception. Children are encouraged to be independent and are regularly given opportunities to plan their own activities and learning. Children share resources well and confidently discuss ideas with each other and with adults. Adults provide very good role models, promoting children's social and moral development by encouraging them to discuss their disagreements with each other and emphasising the importance of fairness. Children respond positively and have a well-developed sense of fairness.

### **Communication, language and literacy**

72. The quality of teaching in this area is good. Children make good progress in developing their listening, speaking, reading and writing skills. Children enjoy listening to stories and discussing what they have heard. Their reading skills are above those expected for their age and they confidently discuss the contents of books they have read, using language related to sequences such as 'first' and 'then'. Children correctly spell simple words and form letters well. Higher attaining children write simple sentences - for example, when writing letters to the headteacher.

### **Mathematical development**

73. The teaching of numeracy skills is good and the children achieve well. Children confidently count to 20 and understand 'more than' and 'less than'. Most children form numbers correctly and record simple additions neatly. Children recognise simple two- and three-dimensional shapes and sort them according to criteria such as number of corners or whether or not they roll. They are beginning to understand the concepts of direction and distance and make good progress when they instruct an imaginary ladybird that is hunting for aphids. Most children are on line to achieve the Early Learning Goals and so attainment in this area is above average overall.

### **Knowledge and understanding of the world**

74. As a consequence of good teaching, children achieve well. Adults work hard to broaden children's experiences and help them develop a greater understanding of the world. An

opportunity for children to explore the world of 'minibeasts' in their outdoor area contributes well to the children's spiritual development and helps them to understand the importance of caring for wild life and their environment. Children of all abilities are keen to learn and are intrigued by the stages of development in the life cycle of a butterfly. They are developing their understanding of technology. They make good progress when learning how to programme a floor robot to move round the room and they improve their mouse skills when using simple programs. Attainment by Year 1 is above expectations.

### **Physical development**

75. Teaching is good and most children attain the Early Learning Goals by the end of Reception, with many exceeding them. Children have a good awareness of space and the movements of others. They demonstrate good control when stretching, curling, jumping and moving in different directions. They respond well to instructions and learn quickly. Good adult support ensures children of all abilities participate fully. Children watch each other's performances politely, making constructive comments and expressing preferences.

### **Creative development**

76. By the end of Reception, most children achieve the Early Learning Goals in this area. Teaching is good and children progress well. Activities are well planned, providing opportunities to work with a wide range of materials and hence broadening children's experiences. They use a simple running stitch to create spiders' webs and use their information and communication technology skills to create pictures of their favourite animals and 'minibeasts'. Children work co-operatively, designing and making a very good model of Uckfield. Having made their own musical instruments, children use them to create appropriate sound effects to accompany their singing of rhymes and songs. They sing with enthusiasm and have a good sense of rhythm. The standards they achieve are above those reported at the last inspection and are now good.

## **ENGLISH**

77. Standards overall in English at the end of Years 2 and 6 are above the national average. Across the school progress over time is satisfactory because pupils come into the school with above average skills, but progress in the lessons seen was good. Pupils with special educational needs make good progress in lessons because teachers match tasks to their needs. The few pupils with English as an additional language make good progress in lessons. Pupils who are more able also make the same progress as the rest of the pupils.
78. The National Literacy Strategy has been effectively implemented across the school in order to raise standards. There has been staff training on all aspects of the Literacy Hour, and teachers are well informed. There is consistency across the school in the sharing of learning objectives with the pupils, and teachers use the final session effectively so that pupils can demonstrate new learning.
79. Speaking and listening skills are good across the school, and pupils are eager to contribute to discussions and do so with enthusiasm. They have a good vocabulary and know how to express their opinions with confidence. They listen attentively at the start of lessons and, as a consequence, they do not usually need instructions to be repeated. Teachers provide good role models of clear speaking. Additional adults in the classroom support pupils with their speaking skills by encouraging their oral contributions. There were very good examples of planned opportunities for pupils to practise their speaking and listening skills. In a Year 1 lesson, pupils were role-playing aspects of the story of Cinderella and could read their parts of the story with expression. Pupils in Year 2 were able to suggest a range of words with *ea* in them, and suggest similar pronunciations. In a Year 3 lesson about writing with atmosphere, pupils were contributing effectively to ideas about life in the Second World War. At the end of the lesson, they respectfully evaluated each other's contributions and offered suggestions for improvement.

80. Standards in reading vary across the school, but are above average by the end of Year 2 and well above by Year 6. However, pupils do not have opportunities to read to themselves in all classes, though they do get opportunities to read in a group during guided reading time. Reading records are kept carefully, and parents are supportive of their children's reading. There have been relatively few opportunities for pupils to use the school library, but by Year 6 most can find books on a particular topic and search for information. In some classes, a number of children made it clear that they did not much like reading and were only doing it because they were told to do so by their teachers. This is disappointing.
81. Teachers ensure that pupils are taught a variety of strategies for working out unknown words and, as a consequence, most pupils have a good repertoire of skills to decipher them. In Year 2, the higher-attaining pupils read fluently and with expression. They are able to recount stories, predict endings and enjoy a range of reading matter. In Year 6, very good readers show a clear understanding of significant themes, events and characters and employ skills of inference and deduction. They read a wide range of books and can discuss and defend their preference for a favourite author. They know how to look for information and how to access the Internet to research topics. Teachers' use of classroom assistants and parents to support less able readers helps them to make good progress.
82. The standard of writing is good throughout the school. By Year 3, most pupils can write in a joined up style. There is a breadth of writing opportunities for pupils, and writing across the curriculum is good. Pupils practise different forms of writing such as play scripts, poems, reports, stories, reviews, summaries, notes and letters and are keen to express their ideas. Evaluation of the written work across the school showed that pupils produced a wealth of writing, including stories and other forms of writing. Where non-narrative writing was present it was good. There are formal lessons in handwriting; spelling is taught in a structured way and pupils can generally spell words well.
83. Pupils in Year 1 were writing questions about the story of Cinderella. By Year 3, they were producing some evocative and powerful writing about evacuees. A very interesting anthology of poems, compiled in Year 4 as part of a project on the Vikings, shows that pupils are able to use models of particular styles of poem imaginatively and to good effect. In Year 6, pupils had undertaken some very effective writing about witches, based on *Macbeth*. Pupils do have many opportunities to compose longer pieces of work.
84. The teaching of English is good. Teachers have good subject knowledge and plan effectively. They have good relationships with their pupils and employ good methods to motivate and manage them. There are opportunities for pupils to use computer technology in literacy lessons, such as for word processing stories and searching for information. Because of the effective teaching, pupils learn well and standards are improving.
85. Teachers assess their pupils throughout lessons and give constructive oral feedback. Information from tests is kept on a computer system, and this is used to ensure that pupils are making sufficient progress. Marking in pupils' books is generally good, with effective comments used to show the pupils how to improve. Work is well matched to pupils' abilities. Support staff are very effectively deployed in English lessons. At the time of the inspection, gifted and talented pupils had been identified and were receiving some extra support in class, but this has yet to be fully developed.
86. As a result of the good English teaching, pupils' learning is good. The school places a high priority on the teaching of basic skills from an early age, and this enables pupils to use them well in other areas of the curriculum, with a positive impact on their learning. Pupils have good knowledge of what is expected of them, and know when they have achieved well. In some classes, the length of time allocated to literacy lessons is too great. In others, the pupils are kept sitting on the carpet for too long, so they become restless.

87. The school library has recently been introduced but is not yet fully developed. It has a good collection of reference books overall, although some subjects areas are not yet well represented. Fiction books are generally kept in class libraries and are well used. Display is used effectively across the school, both to stimulate ideas for English and to celebrate pupils' work. At the time of the inspection, the co-ordinator had monitored teachers' planning but had not monitored teaching other than in Year 1 and the Foundation Stage. Overall management is satisfactory.

## **MATHEMATICS**

88. Pupils' attainment is above average by Years 2 and 6. In Year 2, work in the first two terms was nearer average, but standards had been raised in the present term by the use of an extra teacher in targeting small groups of pupils. Year 6 pupils have made good progress throughout the year as a result of good teaching; school records show that 60 per cent of the class made more than the progress expected in twelve months. Standards are similar to those of the last inspection, but they fell in the interim and have only just returned to above average levels. Pupils' achievement is currently satisfactory overall.
89. By Year 2, pupils have a good understanding of place value and use their knowledge of adding ten to add or subtract nine or eleven. They halve and double numbers and count in twos, threes, fours, fives and tens. Pupils of all abilities know how to find a half or a quarter of a number and use efficient methods for written addition and subtraction. They use appropriate mathematical vocabulary and choose appropriate calculations when solving problems. Pupils understand co-ordinates and use them to plot movement; higher-attaining pupils relate this to the eight points of the compass. Pupils use standard metric measures and average and higher-attaining pupils understand how to express smaller units as decimal fractions of larger ones.
90. By the age of eleven, most pupils of all abilities have a clear grasp of number to hundreds of thousands and are familiar with at least two places of decimals. They multiply and divide by ten and 100 by moving the digits from column to column and understand the rounding of numbers to the nearest 100, ten or one. Pupils of all ability convert fractions into decimals or percentages and vice versa and they are developing an understanding of ratio. Most pupils are familiar with the times-tables, though only higher attaining pupils tend to have instant recall. Pupils work well with measure and probability, but work on symmetry and interpretation of graphs has caused difficulty to pupils of all ability. Their work in number is their strongest aspect.
91. Pupils have good opportunities for using their numeracy skills in information technology lessons, as when they use spreadsheets to calculate sale prices after a five per cent reduction. In design and technology, pupils measure and calculate amounts of materials. In science, measuring and estimating skills are used in investigational work.
92. Pupils with special educational needs receive good support from teachers and assistants and they are helped to make progress at similar rates to other pupils. The few pupils whose mother tongue is not English have fluent English skills which do not present a barrier to their learning. Higher-attaining pupils reach good standards, but, in most classes, they do not receive enough work pitched at a higher level than that given to average children. Many could be achieving more highly still.
93. The quality of teaching is satisfactory overall. Teachers use the National Numeracy Strategy well and make clear to the pupils what they are going to learn in both the mental session and the main activity. Most final sessions end with a good review by the pupils of how effectively they have learnt. Pupils sit in groups with others of a similar ability, but teachers often do not make the best use of this because the work given to higher-attaining pupils is not sufficiently challenging. They are frequently given 'extension work' after finishing an activity given also to average pupils, but the amount of extension is often only slight, and can be reached only if the other work is finished. The occasions when higher-attaining pupils begin with a different task at a higher level are few. Teachers also miss opportunities to extend pupils' thinking in their use of questioning, tending to aim questions in oral sessions at the middle range without setting specific, challenging problems to those of higher ability. The use of worksheets also restricts pupils' attainment



because the length and type of their response are anticipated. All teachers mark work regularly, but, here again, the opportunity to develop pupils' thinking by pertinent comment is often missed.

94. The co-ordinator for mathematics also manages information and communication technology, which is another very time-consuming responsibility. His work in mathematics is satisfactory, and its chief strength is the very good work he has done on performance data. Pupils' termly attainment is entered onto spreadsheets, and staff have been trained to record it themselves. This is used to monitor the progress of pupils from term to term and facilitated the good work done in Year 6 to raise standards quickly in the course of the year. Teachers' planning is also stored on computer, which means that the co-ordinator can easily monitor it. He has not had the opportunity to monitor teaching and standards on a regular basis, so that the issue of higher-attaining pupils needing to receive more appropriate challenge has not been fully diagnosed.

## **SCIENCE**

95. Standards in science are above the national average at the end of Years 2 and 6. This is an improvement since the last inspection. Pupils in both key stages made good progress and achieve well. This is also an improvement.
96. Good teaching and the school's recent emphasis on developing pupils' investigative skills enable pupils of all abilities to gain a good understanding of fair tests and the ability to record their work appropriately. Pupils are encouraged to make good use of their information and communication technology skills to enhance the ways in which they present their findings and to extend their knowledge and understanding of the concepts they are taught.
97. By the end of Year 2, pupils of all abilities correctly describe the environments that plants and animals require for healthy growth and development. When investigating plant growth, they handle them with care and share resources well. These experiences contribute well to their spiritual, moral and social development. Pupils learn to classify living and non-living things. They use their numeracy skills well to produce tally charts and block graphs to record plants and animals around the school and surveys of pupils' favourite fruits. Most pupils have a good understanding of the properties of materials such as wood, plastic and fabric and their different uses. Higher-attaining pupils are beginning to understand the effects of forces such as friction and gravity and write good accounts of experiments such as rolling balls down different inclines.
98. By the end of Year 6, pupils design their own investigations; for example, testing paper for absorbency, enquiring into melting times for different substances and dissolving different quantities of powder. Pupils contribute to group activities and enthusiastically discuss their ideas. Pupils have a good knowledge of the parts of their body and their functions. Older pupils develop a greater understanding of forces and their effects. They make good progress developing their ability to produce detailed, labelled diagrams representing different areas of their learning, such as electrical circuits, food chains and the water cycle.
99. The good quality of teaching and support reported at the last inspection has been maintained. Lessons are well planned and stimulating. They provide good opportunities for pupils to explore and share ideas and to develop their skills as they move up the school. Resources are well organised and pupils are grouped so that, irrespective of ability, they feel that they can contribute and participate fully. Additional support is provided for lower attainers, either in the form of simpler tasks or adult intervention. In some lessons, higher attainers are encouraged to explore ideas further but there is not yet a consistent approach to challenging these pupils. Work is regularly marked and pupils are encouraged to respond to teachers' comments and questions and pursue at home the topics they meet at school.
100. The quality of the curriculum has improved since the last inspection and there is now a good scheme of work. Because of limited release time, the teaching of science is not being monitored directly. However, demonstration lessons are observed by teachers and samples of pupils' work are carefully monitored. Teachers' planning is scrutinised and pupils' progress is regularly

assessed. Where the tracking of individual pupils has been introduced, it has had a positive effect on their progress. This is to be extended throughout the school to enable teachers to plan more effectively to meet the needs of all their pupils.

## **ART AND DESIGN**

101. Standards are above expectations at the end of Year 2 and Year 6, with some very good work in drawing and painting. In those classes where teachers have confidence, high expectations and a good understanding of the subject, pupils achieve particularly well. At the time of the previous inspection, standards were also above average for pupils in Year 2.
102. In a Year 1 class, effective adult support ensured every child was able to participate fully in the lesson, based on patterns by Kandinsky. In a Year 5 lesson, pupils became completely absorbed in their work with watercolours. Of particular note was the quality of observational drawing and painting. In Year 1, pupils had made effective pictures of a cross-section of fruit; by Year 6 they produce high quality still-life watercolours of flowers. Pupils with special educational needs make the same progress as others in the class.
103. Teaching across the school is good. Pupils are given opportunities to paint and draw what they see and imagine, using a range of materials. They are taught to practise and refine specific skills, with their teachers modelling these skills effectively. Work by famous artists is used effectively. In one class, pupils had looked at a picture by Picasso and discussed the style in which it was painted. They then tried to create their own pictures using some of his techniques. Art work is also used effectively for display across the school. In one class, a very attractive collage of the view from the classroom window has been created by the pupils. Planning for lessons is appropriate, with time and resources managed well. Effective questioning by teachers encourages pupils to think about what they are doing and to evaluate their work. Because of the effective teaching, pupils learn well in lessons and are able to achieve high standards in their work.
104. Pupils enjoy their art and design lessons. They sustain concentration and clear up after they have finished. They are prepared to discuss their own work as well as make comments on the work of others.
105. Although the co-ordinator works part time, she is an effective role model, who drives up standards in the subject. However, she does not have time to monitor work or lessons adequately, nor does she have a budget with which to plan development of resources for the subject. At the time of the inspection, a formal system for assessment had not yet been introduced across the school. There is limited use of information and communication technology in the subject. The school has a digital camera, which is used a great deal; however, pupils have not had the opportunity to manipulate the pictures they have taken.

## **DESIGN AND TECHNOLOGY**

106. Standards of attainment by the end of Years 2 and 6 are above expectations for the pupils' ages. At the previous inspection, standards were also above for pupils in Year 2.
107. Only two lessons were seen during the inspection, with no lessons for pupils in Years 1 or 2. The analysis of work shows that, overall, pupils have good knowledge, understanding and skills and make appropriate progress across the school. This includes those pupils who have special educational needs. By the end of Year 2, pupils have appropriate levels of practical skills when using scissors, glue and materials such as cloth, paper and card. In one project, they had designed and made a simple puppet, in another, they had created a fruit salad.
108. In Year 3, pupils design, make and evaluate effective models of monsters with a pneumatic mechanism. In Year 4 they make pop-up books using a range of mechanisms. Pupils in Year 5 learn to make working toys with cams. By the end of Year 6, pupils have designed and made models of fairground rides including electrical mechanisms and created headwear for a range of purposes. They evaluate products before creating designs, and then suggest improvements in their models when they have finished making them.

109. No lessons were seen in Years 1 and 2, so no judgement of teaching was made. In Years 3 to 6, the quality of teaching and learning is good. Teachers have a secure knowledge of the subject, which underpins sound planning. Tasks are presented in a challenging way, but with methods that make learning fun. Relationships with pupils are strong, and classroom assistants are used effectively to help pupils with their work. Displays of work, photographs and models completed indicate coverage of all aspects of design and technology. Display is used to support and celebrate learning and achievement. Information and communication technology is used to a limited extent in the subject, to create designs and research products. Because of the effective teaching, pupils learn well. Pupils with special educational needs make appropriate progress in the subject.
110. The subject co-ordinator was on maternity leave at the time of the inspection. There is no subject policy but there is a scheme of work based on national guidelines. There is an informal assessment scheme linked to the scheme of work. The planning of activities is clear and raises experiences across the age groups. Support is offered to teachers to help them plan and to develop their own skills. There have been no opportunities for the co-ordinator to monitor teachers' planning or lessons as yet and she does not have a budget to enable her to plan the development of resources.

## **GEOGRAPHY**

111. Only two lessons were observed during the inspection, so judgements about standards and learning have been made in addition from completed work. These indicate that standards are in line with national expectations by the end of Year 2 and above national expectations by the end of Year 6. Standards in Key Stage 1 have been maintained. Standards in Key Stage 2 have improved since the last inspection.
112. By the end of Year 2, pupils draw simple maps of the local town and make sensible suggestions of ways in which the town might be improved. They use their numeracy skills well to produce pictographs showing how they travel to school and correctly interpret the data they have collected. Pupils of all abilities are beginning to understand different natural features such as rivers and mountains. They plan imaginary islands on which they clearly label these features and those created by humans; for example, housing, schools and shops.
113. By the end of Year 6, pupils have a good understanding of their local area and its location within the British Isles. They compare its climate with that found in other countries they have visited and correctly identify the main physical features to be found on a world map. They use their numeracy skills well to interpret scales when devising a route from school to a nearby holiday resort. Pupils consider the effects of environmental changes and use their literacy skills well to devise a questionnaire to test the strength of people's views on issues such as the introduction of speed bumps on local roads. Older pupils make good use of their research skills, using the Internet and reference books to investigate a range of coastlines. They co-operate well within groups, producing detailed accounts describing different coastlines and the effects of pollution, tourism and erosion. Pupils of all abilities demonstrate a good understanding of these concepts and take a keen interest in the findings of each group. Throughout their studies, pupils learn to use appropriate terms both in their written work and on maps and diagrams.
114. Teaching is good overall; it is satisfactory in Years 1 and 2 and good in Years 3 to 6. This judgement is based on a scrutiny of pupils' work as well as the two lessons observed. Lessons are well planned and stimulating and pupils are encouraged to make good use of their literacy, numeracy and information and communication technology skills throughout the subject. When working in groups they are given opportunities to share resources, ideas and skills. This contributes significantly to their social development. Activities involving consideration of issues such as pollution and development which affect local and distant environments help to raise pupils' awareness and promote their spiritual, social and cultural development.

115. There is now a good scheme of work and resources have been improved and are now good. Pupils' work is monitored but lack of release time prevents the monitoring of teaching. Teachers' planning is discussed and useful suggestions given to raise standards further and improve learning. There are plans to introduce more formal assessment of pupils' work and to track their progress more closely in order to ensure pupils of all abilities achieve well.

## **HISTORY**

116. Standards in history are those broadly expected nationally by the end of Years 2 and 6 and pupils' achievements are satisfactory. Attainment is similar to that reported at the last inspection.
117. By the end of Year 2, pupils are developing an understanding of the past. They learn about seaside holidays in the past, using role play, photographs, letters and visitors' memories. Pupils compare these with their own experiences, looking at entertainment, forms of transport and styles of clothing. They learn about famous people in history, such as Florence Nightingale and important events, such as the Great Fire of London. Using simple time lines they begin to understand chronology when ordering events. They correctly match old and modern examples of household items such as irons and baths.
118. Older pupils develop these skills and consider changes in the local area over the past 150 years. They use photographs and the local census to find out how aspects of everyday life, such as jobs and education, have altered over time. Pupils learn about other cultures when studying the Egyptians, ancient Greeks and the Indus Valley Civilisation. Pupils begin to understand the ways in which life in the British Isles was affected by invaders such as the Vikings and gain good insight into life during the Second World War.
119. Teaching is sound overall and pupils make satisfactory progress. Where teaching is good, activities are carefully planned, enabling pupils of all ability to achieve. Less effective planning results in less able pupils struggling to complete tasks and higher-attaining pupils not being sufficiently challenged. Good use is made of available resources to stimulate learning. Pupils' work is marked and teachers comment on the quality of the work. However, there is no use made of formal assessment of standards or progress when planning for future learning.
120. Pupils visit Newhaven Fort when learning about the Second World War and Penshurst Place when studying the Tudors. Teachers, parents and local companies contribute artefacts to enrich pupils' experiences and the curriculum has improved since the last inspection. Opportunities to use history to enhance other areas of learning - for example, literacy - are being developed. The school is aware of the necessity to plan more carefully to meet the needs of pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

121. Standards of attainment meet expectations by Years 2 and 6. Standards were also average at the last inspection, though, nationally and in the school, the subject is now broader than at that time. The school now has a good network of computers, sited at various points in the school. This has presented considerable technical problems and meant that computers were not usable for some of the year.
122. Pupils in Year 2 use the Internet when learning about seaside holidays today and in the early twentieth century. They use word processing to write sentences and to format text in English lessons. In mathematics, they design a route through a maze by giving directions to the cursor. They also learn to program a floor robot. In Year 1, pupils learn to represent data about Cinderella in a pictogram.

123. Year 6 pupils have covered less work this year than when in Year 5, because of the technical difficulties. Nonetheless, they have experienced a good spread of all aspects of the subject over the two years. Pupils understand how to format text to a given brief, using editing tools such as cut and paste and how to import decorative features such as borders. They use spreadsheets for calculations in mathematics and know how to copy relevant formulæ into new cells. In using a database they have constructed about members of the class, pupils understand the difference in likely outcome between questions containing *or* and those linked with *and*. They learn to control a screen turtle to draw chosen shapes, preparing the instructions in the form of a program before starting. Photographs taken with a digital camera enhance many displays, though opportunities are missed to allow the pupils to take them themselves.
124. Too little direct teaching was observed for a judgement on its overall quality to be made. Teachers teach new skills, sometimes to a group who then help others, sometimes to a whole class. However, the timetable shows that the lessons for this are very short - usually 30 minutes at most, sometimes only ten. This does not allow enough time for a clear explanation, demonstration, consolidation and assessment of how well pupils have understood. The school has a data projector, which is ideal for introducing whole-class lessons, but it was used only once during the inspection. Teachers plan well for information and communication technology to be incorporated into other subjects, though there is not yet much software for music.
125. The co-ordinator assumed information and communication technology as an additional responsibility in September and manages the subject well. He is expert in his field and chairs the local primary schools' information and communication technology support group, which benefits the school because of the shared information and expertise, shown by their very useful website. He gives good support to teachers, not only in their teaching but also in using computers as management tools for assessment and planning records. He has ensured that good use is made of existing resources and that they are sited for efficient use, so that the number of machines available to pupils is above average. He is developing a new spreadsheet for recording pupils' attainment, but, currently, teachers keep their own records of assessment in their own way.

## MUSIC

126. It was not possible to observe lessons in either Year 2 or Year 6 during the inspection, though two short lessons were observed in other year groups. This means there is insufficient evidence on which to base a judgement on attainment, teaching or learning. Attainment at the last inspection was above expectations.
127. Year 1 pupils sing well, with accurate pitch and clear words. Their skill in handling and playing percussion instruments and recalling their names is similar to that of most pupils of their age. Year 2 pupils were observed briefly in a rehearsal for a forthcoming concert. Their singing is as expected for Year 2 pupils, with good diction, though they do not always remember the melody accurately. Pupils in Year 5 listened to the fascinating *Stripsody* by Berberian. This is made up of words and sounds, directed to be read dramatically. Pupils explored words of their own, learning about long and short decay in the duration of sound and hard and soft consonants. They were building towards group presentations of a piece in the style of *Stripsody*. Unfortunately, the shortness of the lesson meant that this had to be saved to the following week, which dissipated the atmosphere of discussion and experimentation which had been created.
128. Singing in assembly suggests that pupils do not have much experience at this type of group work. The school has no accompanist and uses taped singing of a children's choir, whose performance is not exemplary. Sitting pupils in long rows means that many lose confidence because of the lack of a feeling of ensemble.
129. Music outside the classroom is part of school life. There is a recorder group and a number of children receive tuition in the violin, clarinet and guitar. Infants and juniors are involved in musical productions once a year and Year 2 pupils attend a music making afternoon with local schools.

130. The school was aware that many teachers lacked expertise in teaching music and appointed a new co-ordinator at Easter. She works for only half a week, but has very quickly realised that teachers do not have enough guidance to plan appropriate lessons. The school has ordered a new commercial scheme, which is very well written. The two lessons observed were drawn from this and teachers agree that the job is much easier and more enjoyable. However, the planned lessons are for one hour and the break necessitated by timetabling arrangements tends to dissipate pupils' enthusiasm and affects the coherence of the various parts of the lesson.
131. The co-ordinator's time in her job has been far too short to have affected standards, but her decision to give teachers immediate support was a wise one and means lessons which cover the whole subject are now being taught. As she is only part-time, opportunities for monitoring lessons are very limited. There is currently no system of assessment. Resources are poor and have not been significantly augmented since the school opened.

## **PHYSICAL EDUCATION**

132. Standards are above national expectations by the end of Year 2 and in line by Year 6. Timetable limitations meant that it was not possible to gather enough evidence to report fully on all aspects of this subject. At the time of the previous inspection, pupils' attainment in Year 2 was also above average. Extra-curricular activities make a significant contribution to the development of the subject for those pupils who participate.
133. The curriculum makes good provision for all aspects of physical education including swimming and outdoor pursuits. A residential visit to the Isle of Wight is organised for pupils in Year 6. There are also opportunities to learn karate, football, games and drama after the school day.
134. The quality of teaching during the inspection was a good standard overall. Teachers manage their classes well, and relationships are good. Teachers plan suitable activities and manage them well. Behaviour is very good, during both indoor and outdoor sessions. Generally, the pace of lessons is good and pupils respond quickly to instructions. Teachers, as well as their pupils, wear appropriate clothing. Lessons are well planned and take into account the needs of all pupils, including those with special educational needs. Support from classroom assistants and mixed ability pairing ensures that the majority of such pupils are able to take part in the lessons.
135. Learning aims are shared with the pupils at the start of lessons. Teachers emphasise the need to work safely. They ensure that pupils warm up. When handling equipment such as benches and mats, there is emphasis on correct techniques. There is a good pace of work and use of praise to reinforce learning.
136. The subject is appropriately resourced with facilities and equipment, and the grounds provide well for games teaching. However, skills development in some classes is limited by the lack of opportunities for physical education, because children only have one lesson a week. There is no formal assessment scheme for the subject. At the time of the inspection, there had been no opportunities for the co-ordinator to monitor planning or lessons.

## **RELIGIOUS EDUCATION**

137. Standards of attainment are above those expected by the local agreed syllabus. This reflects the findings of the last inspection. By the end of Year 6, pupils achieve well.
138. No lessons were observed in Years 1 and 2. Pupils' work indicates that they have a sound knowledge of the main Christian festivals. They correctly sequence sentences telling the story of Christmas and make good use of their literacy skills to record the events leading up to Easter. Pupils are learning about other world faiths and use pictures to demonstrate their knowledge of Rama and Sita.

139. By Year 6, pupils of all abilities demonstrate good knowledge of the important signs, symbols and artefacts associated with different faiths and the scriptures, such as the Bible, Qur'an and Torah, on which these faiths are based. Pupils work with care and thought and demonstrate respect for the beliefs about which they are taught. When listening to music used on special occasions, pupils show sensitivity. They use previously gained knowledge to identify successfully many of these occasions and the faiths and cultures with which they are associated. This experience contributes significantly to their spiritual and cultural development.
140. There was insufficient evidence to judge teaching and learning in Key Stage 1. Good teaching was observed in Key Stage 2 and pupils of all abilities make good progress developing their understanding of different faiths. Their written work shows that this subject is taught with sensitivity and, as a result, pupils gain respect for people's beliefs. Pupils are given opportunities to visit local churches and, whenever possible, parents are invited to talk to pupils about non-Christian faiths and their places of worship. These experiences broaden pupils' knowledge and deepen their understanding of the faiths they study.
141. The school has adapted the locally agreed syllabus to meet the needs of the pupils. Opportunities are given to study the main world religions with hands-on experiences provided whenever possible. Understanding and sensitivity are emphasised within the planning and teaching of the subject. The time allocated to religious education is to be reviewed. Currently, assessment of pupils' learning is informal.