

# INSPECTION REPORT

## **ALFRISTON SCHOOL**

Alfriston, Brighton

LEA area: East Sussex

Unique reference number: 114385

Headteacher: Mrs Alison O'Neill

Lead inspector: Mrs Ann Coughlan

Dates of inspection: 18 – 20 October 2004

Inspection number: 266288

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	91
School address:	North Road Alfriston Polegate East Sussex
Postcode:	BN26 5XB
Telephone number:	01323 870203
Fax number:	01323 871754
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Rackham
Date of previous inspection:	June 1999

## CHARACTERISTICS OF THE SCHOOL

Alfriston is a small primary school with 30 boys and 61 girls on roll. Most pupils are White and of British heritage but there are also a very few pupils from Black or Black British Caribbean backgrounds. There are no pupils for whom English is an additional language. The children's attainment on entry to the school is broadly average but with a wide range of ability. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils identified as having special educational needs (mainly learning difficulties) is in line with the national average and the percentage of pupils who have a Statement of Special Educational Needs is below average. The number of pupils who have joined or left the school other than in the first year is very high, owing to families moving in and out of the area. Since the last inspection the number of pupils on roll has increased and the school organisation has changed from three to four classes.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21124	Ann Coughlan	Lead inspector	Mathematics, science, information and communication technology, art and design, design and technology, music, personal, social and health education and citizenship
9646	Geraldine Osment	Lay inspector	
28014	Peter Buckley	Team inspector	Foundation Stage, English, geography, history, religious education, physical education, special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Alfriston School provides a **satisfactory** standard of education and is improving. Teaching, learning and achievement are satisfactory overall but good for younger pupils. Leadership and management are satisfactory overall, but the leadership of the headteacher and governance are both good. The number of pupils who join or leave the school other than at the usual time is higher than average. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching is very good in the reception class and good for pupils in Years 1 and 2 so pupils achieve well in these year groups.
- Standards in information and communication technology (ICT) are not high enough.
- Teachers' expectations of pupils in Years 3 to 6 are not always high enough and the marking of pupils' work is unsatisfactory.
- Teaching assistants are very effective in supporting pupils across the school.
- The school's strong emphasis on pupils' personal development results in good behaviour and attitudes to learning.
- The excellent links with the community enhance pupils' achievements.

The school has responded well to the key issues in the last inspection report. There is better planning of the curriculum and systems for identifying and recording pupils' achievements are now in place. There has been improvement in accommodation and further significant improvement will start next term. The headteacher, supported by the local authority, has organised a programme of monitoring and support for teaching. The recent changes to the management structure and re-organisation into four classes are having a positive impact. There has been satisfactory improvement overall since the last inspection. Although standards in Year 2 have improved, results in Year 6 have yet to show sustained improvement.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	A	D	E
Mathematics	E*	E	B	C
Science	E	E	A	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals as less than 80 per cent of pupils have assessment data from Year 2*

*Caution is needed in interpreting data because the numbers of pupils in a year group are smaller than national averages, and results can thus fluctuate from year to year.*

**Achievement is satisfactory** overall in the school but good in the reception class and Years 1 and 2. Pupils with special educational needs also achieve well. In national tests, the results for Year 2 have been well above average in the last two years. The results in Year 6 have been significantly affected by the mobility of pupils but also by uneven progress in Years 3 to 6. Inspectors found average standards in English, mathematics and science in the current Year 6 but standards in ICT are below average across the school and achievement is unsatisfactory. Standards in Year 2 are above average in reading, writing and mathematics. Children in the reception class are on course to attain the goals they are expected to reach by the end of reception and exceed them in their personal, emotional and social development.

Pupils' **personal qualities, including their spiritual, moral, social and cultural development are good overall.** Pupils' behaviour and their attitudes to learning are very good in the reception class and in Years 1 and 2, and good in Years 3 to 6. Pupils enjoy coming to school and have good relationships with each other and all members of staff. Pupils are very willing to take responsibility and to be part of a community. Attendance is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall.** In reception all aspects of teaching and learning are very good and children's progress is closely monitored. In the class for Year 1 and 2 pupils, teaching and learning are good because the planned work is implemented effectively with high expectations for good behaviour and good quality work. Assessment is good. In Years 3 to 6, teaching is satisfactory overall and effective cross-curricular links make learning relevant to pupils. Although mostly good teaching by the supply teacher was seen in lessons for Years 3 and 4 during the inspection, other evidence indicates that teachers' expectations for the quality and quantity of work that pupils in Years 3 to 6 can produce are not always high enough. The teachers do not use marking and target setting effectively to help pupils improve. Very effective teaching assistants make a strong contribution to learning in all year groups and, particularly, help pupils with special educational needs reach the targets in their individual education plans. What the pupils can do is assessed well in English and mathematics and assessment is satisfactory in other subjects. Links with parents are good; their supportive attitude to their children's homework makes a good contribution to learning.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory.** The leadership of the headteacher is good with a strong focus on improvement. She has developed an effective partnership with the new deputy headteacher. The leadership and management of the Foundation Stage and of special educational needs are very good. The co-ordination of some subjects needs consolidation and improvement. The work of the governing body is good, they manage funds well to support the school's most important priorities and ensure compliance with statutory requirements. Management is satisfactory.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents' views of the school are favourable. Parents feel welcome in the school, they think their children are expected to work hard and are treated fairly and gave very few negative views. Pupils feel they are expected to work hard and are confident in approaching staff and know they will usually be listened to. They like their school.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Improve the quality of teaching and assessment in Years 3 to 6 to match that found in the rest of the school.
- Raise standards in ICT.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

*Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.*

Pupils' achievement is satisfactory overall but is good in the reception class, in Years 1 and 2 and for pupils with special educational needs. Standards are above average overall in Year 2 and average in Year 6.

#### Main strengths and weaknesses

- Children in the reception class achieve well because of very good teaching and assessment.
- Good teaching leads to good achievement in Year 2.
- Achievement in ICT is unsatisfactory across the school.
- Progress is uneven in Years 3 to 6.
- Pupils with special educational needs achieve well.

#### Commentary

1. Children enter the reception classes with a broad range of attainment. As a result of very good planning, organisation and teaching they consolidate and extend their knowledge and skills well. Achievement is good and sometimes very good because their progress is monitored carefully and demands increased appropriately. By the end of the reception year they are likely to meet the goals they are expected to in all areas of learning and exceed those for personal, social and emotional development. The more able children are also on course to exceed the goals in communication, language and literacy and in mathematical development.

#### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
reading	17.9 (14.0)	15.7 (15.8)
writing	16.8 (13.2)	14.6 (14.4)
mathematics	18.3 (15.8)	16.3 (16.5)

*There were 14 pupils in the year group. Figures in brackets are for the previous year*

2. As a result of the small numbers in each year group and the high level of mobility, results in the national tests at the end of Year 2 and Year 6 need to be treated with caution. The school's performance has been slightly below the national trend over the last five years but in the Year 2 tests it rose sharply in 2003. At the higher Level 3 the school attained results above the national average and well above average when compared with similar schools.

Preliminary data from 2004 indicates these standards have been maintained. Evidence from the inspection indicates that pupils in Years 1 and 2 are consistently achieving well. Pupils are attaining above average standards in English, mathematics and science as a result of the high expectations and very good management of their teacher. This represents an improvement from the last inspection.

### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	26.1 (28.8)	26.8 (27.0)
mathematics	28.3 (24.6)	26.8 (26.7)
science	30.4 (26.4)	28.6 (28.3)

*There were 14 pupils in the year group. Figures in brackets are for the previous year*

3. There is a more mixed picture in Year 6. The high proportion of incoming lower ability pupils into last year's Year 6 significantly affected results in the 2004 tests. The group taking the tests was significantly different from the group for whom the school set targets and preliminary data suggests well below average results. Inspection evidence indicates that pupils in the current Year 6 are attaining average standards in the core subjects of English, mathematics and science, as found at the last inspection. Although achievement is satisfactory overall, the variation in test results between the subjects over the last few years reflects the uneven progress that pupils make in Years 3 to 6, as also shown by the school's assessment data. Scrutiny of pupils' previous work indicates that teachers' expectations are not always high enough though current work shows an improvement on last year's work in Year 6. Another factor is that these older pupils have only benefited from improvements to organisation and accommodation during the last year.
4. In most other subjects seen pupils in Year 2 and Year 6 are attaining at least average standards but standards in ICT are below average and achievement is unsatisfactory although most pupils show reasonable competence in operating computers. This is a result of insufficient direct teaching of the subject and lack of sufficient opportunities to work on computers.
5. Inspectors found no significant difference between the achievement of boys and girls, or those from differing ethnic backgrounds. However, the school is considering ways of providing more motivating activities for boys' writing as some gender differences in performance have been noted. Pupils with special needs achieve well, due to the sustained support they receive from very experienced teaching assistants. Close monitoring of pupils' individual education plans ensures that their targets are adjusted frequently, and this contributes to the good progress they make and their enthusiasm for school. The identification of and provision for higher attaining pupils have improved since the last inspection, as shown by test results, where the proportion of pupils attaining the higher Level 5 is broadly in line with national averages.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are good. The pupils' spiritual, moral, social and cultural development is good. The attendance rate is above the national average and punctuality is good.

### **Main strengths and weaknesses**

- Children in reception and pupils in Years 1 and 2 have very good attitudes to learning and behave very well.
- Good relationships between pupils and with teachers and other adults help to promote the positive work ethic found in the school.

- The school promotes pupils' personal development effectively.

## Commentary

- Parents are right in their belief that behaviour in the school is good. The very good provision in the reception class means that children quickly develop very positive attitudes to learning and consistently behave very well. The pupils and teachers devised the golden and playground rules together. As a consequence the pupils have ownership of them and standards of behaviour are good overall in lessons and around the school. In many lessons in Years 1 and 2 teachers provide challenging and interesting activities that motivate the pupils and they are developing a love of learning. This was clearly seen in science and physical education lessons for Year 1 and 2 pupils where the planned activities enabled pupils to succeed and also to extend their skills. Although similarly interesting work is frequently provided in Years 3 to 6, some weaknesses in the organisation of learning mean that attitudes and behaviour are good rather than very good. Some parents expressed concerns about bullying at the school but there were no signs of harassment or unpleasantness between pupils during the inspection. The school takes its responsibility for social inclusion seriously and there have not been any exclusions from the school during the past year.
- The nurturing of pupils' personal skills has a high priority in the school. All adults who work with the pupils are kind and considerate towards them. This helps the pupils to develop an understanding of the needs of others. Pupils play harmoniously together at break and lunchtimes and co-operate well in groups. Assemblies, where values are shared and personal, social and health education lessons also help to engender good relationships. The very good provision in this area in the reception class helps the children to exceed the expected goals for personal, social and emotional development by the end of the reception year. Pupils with special educational needs are fully accepted by all pupils. They work well with their teaching assistants in class or when they are withdrawn for short periods; and are fully included in all school and class activities.
- The school makes good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is enhanced during assemblies and in their learning in science and religious education. The school's success in promoting moral and social development is apparent in the way pupils behave and their enthusiasm for the after-school clubs and the school council. Pupils undertake responsibilities in class and around the school. The curriculum provides pupils with a good understanding of local culture. The school has very few pupils from other ethnic or cultural backgrounds. However, religious education, geography and history lessons are providing insight into different faiths and cultures. For example Years 1 and 2 compared their village with one in Mexico, Years 5 and 6 set up a French day and pupils visited the home of Rudyard Kipling as part of their work on India. Through the vicar the school has good links with another in Uganda and has raised funds to help provide a floor for the schoolhouse. Pupils took part in a UNICEF Day for Change and learned about children in Vietnam. Provision for pupils' cultural development has improved since the previous inspection

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.1
National data	5.4	National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

9. The above average rate of attendance is a strong indicator of the good support from parents for the school. The pupils are also punctual for the start of school and lessons start promptly. Regular attendance is making an important contribution to pupils' personal development.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory. The school provides a satisfactory curriculum with good opportunities for enrichment. Provision for pupils' care is good and for their guidance and support is satisfactory. There are good links with parents and other schools. Links with the community are excellent.

### Teaching and learning

The quality of teaching, learning and assessment is satisfactory overall. It is very good in reception and good in Years 1 and 2. In Years 3 to 6, it is satisfactory.

### Main strengths and weaknesses

- There is very good teaching and learning in the reception class.
- In Years 1 and 2 high expectations and very good management of pupils promote good learning.
- The quality of teaching, learning and assessment is not consistent in Years 3 to 6.
- Teachers in Years 1 to 6 are not making effective use of computers in lessons.
- Teaching assistants are very effective in supporting pupils in all classes.
- Good cross-curricular links in Years 3 to 6 make learning interesting and relevant for pupils.

### Commentary

#### *Summary of teaching observed during the inspection in 24 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	9	9	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

10. Teaching has improved overall since the last inspection, as there is a higher proportion of good and very good teaching. Although the above table indicates good teaching overall, most of the good or better teaching seen was in reception and Years 1 and 2. Teaching and learning in Years 3 to 6 are satisfactory. The teacher of the class for Year 3 and Year 4 pupils was off sick during the inspection and the class was taken by one of the school's regular supply teachers. The teaching and learning seen were satisfactory or good and pupils learned well in these lessons. Scrutiny of pupils' work shows that there has been some improvement since last year in Year 6 but also shows that, particularly in Years 3 and 4, the expectation for the quantity and quality of pupils' work is not always high enough. This is also indicated by the school's analysis of data on pupils' progress.
11. Teachers make good use of cross-curricular links in Years 3 to 6 and this makes the learning interesting and relevant to pupils. For example, work on forces in science in Year

5 and 6 was linked well to learning about Brunel in history. Designing and making a sandwich box and thinking about the filling of the sandwich was linked to work on healthy eating in Year 3 and Year 4. Pupils' learning about lists and instructions in literacy lessons was reinforced well in mathematics and science lessons.

12. However, marking in Years 3 to 6 is cursory and gives little guidance to pupils on how to improve. It does not comply with the school policy. Although pupils have been given targets in English and mathematics, many of these are not specific enough to be manageable and time scales are not clear. Day-to-day assessment is satisfactory but is not used well to inform future work so that pupils repeat mistakes in spelling or do not improve their recording of work. The management of the school has recognised that aspects of teaching and learning in Years 3 to 6 require improvement and together with the local authority have put in a suitable programme of monitoring and support.
13. Teaching has improved in the reception class since the last inspection and is consistently very good. A contributing factor is the reorganisation of classes that means that reception children are no longer taught alongside Year 1 and 2 pupils. The effective teamwork between the teacher and assistant ensures that each day's activities are very well organised and run smoothly. The adults encourage and engage the children well and keep careful records of their progress. Assessment is very good. This ensures that children acquire new skills, knowledge and understanding at a good rate and develop their capacity for concentration.
14. Pupils in Years 1 and 2 learn well because they know their teacher has high expectations for them to have a purposeful approach, to work hard and to behave very well. Pupils meet these expectations, make good use of time and learn quickly because lessons are well planned and organised so that no time is lost and pupils are very productive. Pupils are challenged appropriately to build their learning from what they already know. They are given opportunities to work independently and also to discuss ideas with a partner and work in groups. Basic skills are taught well and pupils needing help are well supported by the teacher and assistants so all develop confidence in recording their work. During discussions the teacher questions the pupils effectively, involving them well when reviewing previous work or in demonstrating counting on a number line.
15. Teaching and learning in ICT are unsatisfactory in Years 1 to 6. Teachers give insufficient time to direct teaching and although pupils have some experience on the classroom computers this is not properly monitored. As a result pupils are neither developing their computer skills suitably nor is ICT being effectively used to support learning in other subjects.
16. The teaching of pupils with special educational needs is good and contributes to their good learning and achievement. Teaching assistants work very closely with the special educational needs co-ordinator (SENCO), in planning for pupils with special educational needs, and in reception and Years 1 and 2 class teachers are fully involved. However, in Years 3 to 6 too much responsibility is placed on the teaching assistants, and there is insufficient involvement of the class teachers. For example, when targets were initially set these were not appropriately matched to those on pupils' individual education plans.

## **The curriculum**

The breadth and balance of the curriculum are satisfactory and meet statutory requirements. Enrichment through extra-curricular provision is good and contributes to pupils' personal development. The quality and quantity of accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- Curriculum planning is secure and has improved since the last inspection, but there is limited use of ICT to support learning.
- A good range of sporting and other activities, visits and visitors to the school enhance the curriculum.
- Provision for pupils with special educational needs is good.
- An additional classroom and internal alterations have improved facilities since the last inspection, but provision for physical education and some other activities remains constrained until the new hall is built in 2005.

### **Commentary**

17. The curriculum for the reception children is very well planned and provides a wide range of challenging and stimulating activities, which are very well matched to their needs. They use the environment very well and although the outdoor area is not accessible directly from the classroom, the teacher makes every effort to use the area imaginatively. Curriculum planning in a two year rolling programme for Years 1 to 6 is sound and ensures that pupils' learning is developed in a progressive way and that they are well prepared for the next stage of education. However, during the inspection it was noted that in Years 5 and 6 several subjects that were timetabled were blocked for later in the term and not being taught during the inspection week. Similarly, while ICT is planned following national guidance, it does not appear on individual class timetables and there was limited use of it during the inspection. While the long term school planning is sound it is important to monitor the actual delivery of the curriculum. The curriculum for the reception children is very well planned and provides a wide range of challenging and stimulating activities, which are very well matched to their needs.
18. The provision for pupils with special educational needs is good, reflecting the hard work of the Special Educational Needs co-ordinator (SENCO) and a committed team of teaching assistants. Pupils' individual education plans have very clear targets that are well monitored, although in Years 3 to 6 too much responsibility for this rests with the teaching assistants. Pupils are taught with their peers and enjoy the full curriculum.
19. The curriculum is enriched by a variety of extra-curricular activities run by staff and parents and includes seasonal sports and indoor clubs. Pupils participate in music and have access to peripatetic music tuition. There is a good range of visitors to the school who enrich the curriculum. The school is situated in a rich historical and geographical environment and all classes make much use of this. Visits further afield are made to places of interest related to subjects they are studying. The school has close links with the National Trust, and under its National Guardianship Scheme organises days with a curriculum focus for Years 3 and 4. Residential visits for Years 5 and 6 introduce pupils to a range of outdoor adventurous activities as well as contributing to the curriculum, and foster pupils' independence and social skills very well.
20. The accommodation is satisfactory and very well maintained. The remodelling internally and the additional new classroom have enabled the school to move to four classes and improve the overall provision. The school's swimming pool is well used in the summer. and the planned new hall will contribute to improved facilities for physical education. In the meantime the school

has the use of the local leisure centre to ensure that it can deliver the full physical education curriculum.

## **Care, guidance and support**

The school makes good provision for pupils' care, welfare, health and safety. The provision of support, advice and guidance based on the monitoring of pupils' achievement is satisfactory. The involvement of the pupils in the school's work and development through seeking their views is satisfactory.

## **Main strengths and weaknesses**

- Good procedures to settle children into the reception class ensure they are eager to learn.
- The school takes good steps to ensure that the pupils are safe and happy.
- The good relationships between pupils and adults help the pupils feel secure in school.
- Although pupils have a good understanding of what they are learning they are not always given clear guidance on how to improve their work.
- Pupils with special educational needs receive good support and guidance.

## **Commentary**

21. Parents commented positively on the arrangements for helping their children settle in when they start school. The reception teacher works closely with the Alfriston pre-school group. The children have opportunities to spend time in the reception classroom prior to starting and meetings are held for parents so that they can discuss any concerns that they might have. It was obvious during the inspection that the youngest children are very happy in school.
22. The school's formal procedures for dealing with matters of health and safety, child protection and first aid are in place and well understood by staff. Routines, such as the way lunchtimes are managed allow pupils to develop good social skills. The play area is very small for the numbers of pupils using it but they are very well supervised at break and lunchtimes. The pupils are involved in designing a new play area for when the new school hall is built next year. It was very obvious during the inspection that the pupils are happy in school. They are kind and polite to each other and very courteous to adults.
23. Although some pupils responded through the pre-inspection questionnaire that they do not feel that there is an adult they can go to if they have a problem, this was not borne out during the inspection. Good relationships were seen between pupils and adults and when this was discussed with the oldest pupils they all said that they could talk to a number of adults in the school. Teachers listen to pupils well during lessons and pupils feel that the school council has a valuable role in allowing them to air their views. However, Year 6 pupils have a grievance about lunchtime toilet duty and do not feel that their feelings on this are being taken into consideration.
24. During the inspection teachers were seen sharing lesson objectives with the class. This helps the pupils to understand what they will be learning. Teaching assistants are very well used to ensure that pupils get the most out of their lessons. Although many pupils have been given targets, particularly for literacy and numeracy, some of them are too general to really help them improve their work in these subjects. Also, teachers' marking of work is not following the school's agreed guidelines and therefore marking is not giving pupils a good understanding of what they need to do next. Pupils with special educational needs are well known, particularly to the team of teaching assistants. At weekly meetings with the



SENCO, together they discuss pupils` progress throughout the school, contributing to the good support and guidance pupils receive.

## **Partnership with parents, other schools and the community**

The school has a good partnership with the parents and other schools. Links with the community are excellent.

## **Main strengths and weaknesses**

- Parents have positive views of the school.
- Parents are well informed about what is happening in school and how well their children are doing.
- First-rate community links greatly enrich the curriculum.

## **Commentary**

25. Responses to the pre-inspection questionnaire and the meeting with parents were overwhelmingly positive and reflect confidence in the school and the headteacher. They feel that 'the school is being led by a strong and professionally led team'. The school works hard to involve parents as partners in the education of their children. Parents feel welcome in the school and show their support by attending meetings and church services in high numbers; helping in classrooms and on trips; sharing skills and taking part in social and fund raising activities organized by the Parents, Teachers and Friends Association.
26. When the headteacher canvassed the views of the parents they expressed concerns about bullying in the school. The headteacher responded by inviting a drama group into school to present a show about bullying, by sending the new behaviour policy home to parents and through discussions with pupils in PSHE lessons. The prospectus and annual governor's report contain all of the required information although details of national tests results are not clearly presented. Newsletters are written in a friendly style, the school website contains useful information for parents and teachers send letters home informing parents of what their children will be studying. This is an improvement since the last inspection.
27. The annual reports to parents are good. They contain clear information about what the pupils know, understand and can do and of their achievement levels in English, mathematics and science. They also set targets for improvement. These are then revisited in the autumn term when parents are invited to meet their child's new teacher. Opportunities to meet teachers are also provided in the spring term and following the issuing of the reports in the summer. Parents are welcomed to an open day in the summer to look at their child's work. Individual Education Plans for pupils with special educational needs are regularly reviewed and shared with the parents, who value the co-operation that the school provides. Parents are very supportive of homework and the help they give their children with reading is having a positive impact on standards of reading throughout the school.
28. The school is an integral part of the local community. The vicar from St. Andrew's Church regularly leads assemblies in school; pupils and parents take part in services in the church, teachers and parents support the annual village festival and pupils visit and entertain senior citizens. Many local residents regularly listen to pupils reading, local businesses are very supportive of the school and teachers make very good use of the local area and its facilities. Drusilla's Zoo is visited for the enrichment of many curriculum areas, as is the Clergy House

and the youth hostel. The National Trust provides fantastic opportunities through the Guardianship Scheme for pupils to work and care for the environment. All of these excellent opportunities greatly enhance pupils' personal and social development.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory. The leadership of the headteacher is good and the leadership of other key staff is satisfactory. Governance is good and management is satisfactory.

### **Main strengths and weaknesses**

- The headteacher has effectively managed change in some important areas.
- There is very good management of the Foundation Stage and of special educational needs.
- Governors support the school well and target financial resources effectively.
- The management of some subjects is in an early stage of development.

### **Commentary**

29. The good leadership of the headteacher has resulted in significant improvement to the curriculum, to assessment procedures and to the evaluation of school data, though she acknowledges that areas for improvement in the quality of teaching remain. Supported well by the governing body, the headteacher has made difficult but necessary decisions to improve the quality of education. She has made good appointments and is working towards creating a staff team with a common sense of purpose. This has already had a positive impact in improving achievement in reception and by Year 2. The recent appointment of a deputy head teacher who shares her sense of direction and purpose with an effective commitment to school improvement has strengthened the leadership and management of the school. The deputy headteacher also provides a good role model to other staff as a class teacher and in her very good leadership and management of the Foundation Stage. Leadership has improved since the last inspection.
30. Subject co-ordinators provide overall sound leadership. Owing to staff changes some are fairly new in post and the issue of developing their role has not been fully addressed, nor is it possible to judge the overall impact they are having. However, the headteacher has put effective systems in place to develop consistency in subject management. Regular arrangements for monitoring are in place to develop monitoring skills but inconsistencies in teaching and learning remain. Although evidence indicates that monitoring is improving it is not yet rigorous enough to ensure school policies are followed consistently. This has resulted in weaknesses in marking and in the teaching of ICT.
31. The leadership shows a strong commitment to inclusion. There has been an improvement in the identification and provision for higher attaining pupils since the last inspection. Pupils are treated as individuals and the school is addressing areas such as writing to improve motivation for boys. The management of special educational needs is very good, reflecting the commitment of the SENCO. Accessing outside expertise and providing professional development for teaching assistants, ensures that pupils with special educational needs receive good support within a very well managed budget. The SENCO has very well organised procedures for planning and monitoring special educational

needs and is supported well by the governor with responsibility for special educational needs.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	300,294	Balance from previous year	23,840
Total expenditure	291,409	Balance carried forward to the next	32,725
Expenditure per pupil	3,553		

32. Governors have a clear understanding of the strengths and weaknesses in the school through regular visits and the good relationship they enjoy with the headteacher and staff. The skills of individual governors have provided valuable support to the school. The governing body has been active in helping the school to bring about necessary changes and has allocated money suitably to the school's priorities to ensure no more than two age groups per class, to strengthen management, and to provide sufficient good quality teaching assistants. They have monitored the effect of change through surveys of all those affected and the inspection confirms that these are all having a positive impact. Governors have also worked tirelessly to bring about improvements in accommodation. There have been significant improvements since the last inspection and building of the new school hall will start this year. The relatively high carry forward to next year is related to planned costs the school will incur in bringing this new accommodation into use.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

33. The Foundation Stage is very well led and managed and children achieve well because the teaching is very good and the curriculum provides a wide range of challenging, stimulating activities, which are very well matched to their needs. The classroom is well laid out so that children know where to find equipment and can tidy away quickly. The teacher makes every effort to use the outdoor area imaginatively, although it is not accessible directly from the classroom. The induction of the children is very thorough, providing parents and children with a range of opportunities to visit the school. Very good links with the local pre-school group, where the children's progress is very carefully monitored, contributes to a smooth start to school. Arrangement for those few children starting from elsewhere into the reception classes are also well managed. All children start school in the September before they are five, the younger ones on a part time basis, and all children are in full time education by Easter. Thorough planning ensures that the children who attend part-time have access to all six areas of learning, while children who attend full time have more breadth of experiences. Children's attainment on entry covers the full ability range but is broadly average.
34. From a good report at the previous inspection, the school has fully implemented all the national guidance in recent years, and with the quality of teaching now consistently very good, the improvement since the previous inspection is good.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

#### **Main strengths and weaknesses**

- Relationships between children and adults are very good.
- The children are encouraged to take responsibility for their own actions from an early age.
- The daily routines offer security and lead children towards good achievement in increasing their independence.

#### **Commentary**

35. Most children are on course to reach or exceed the goals expected in this area of development by the end of reception. From when the children enter, the reception the class teacher, the teaching assistant and other adults work hard at promoting very good relationships, and as a result, all children are happy, relaxed, and benefit fully from the wide range of activities provided. In the morning they come into their classroom happily, often accompanied by a parent and quickly make an independent choice of the activity they wish to pursue, The planned balance between direct teaching and children making choices enables them to develop their independence and contributes quickly to learning the correct way to behave. They quickly learn how to share with each other and take turns. High expectations and the opportunities given to the children through the very good teaching enable them to make good progress, and their behaviour is consistently very good.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **very good**.

### **Main strengths and weaknesses**

- Every opportunity is used to develop children's language skills, and teaching is very good.
- Strong emphasis is placed on the teaching of early reading and writing skills.

### **Commentary**

36. Most children are on course to attain the goals expected by the end of the reception year and some are likely to exceed these, representing good achievement. Children develop speaking and listening skills well through many opportunities in the daily class routines. After reading and talking about the story 'Not now Bernard' one group, with skilled teaching assistant support, role-played the story and then performed to the class. Opportunities such as this, circle times and skilled questioning during activities promote these skills.
37. Very good attention is given to the development of writing skills. The very good teaching is characterised by well-organised and appropriate activities that motivate children, and a good supply of paper, pencils and crayons is available for children to use. They enjoy practising their letter formation, and although it is too early in the school year for children to write independently the strategies are in place to develop these skills.
38. The development of reading skills has a high priority. There is a very good programme of teaching sounds, children take books home to share with their parents and careful records are kept of each child's development so that appropriate help can be given to move children on. There are many opportunities for children to listen to stories and to enjoy looking at books.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is very good.

### **Main strengths and weaknesses**

- Adults question children very well and use a wide variety of activities to support learning, which contributes to their good achievement.
- The very good quality teaching emphasises the correct use of mathematical vocabulary.

### **Commentary**

39. Most children are on course to reach and some exceed the goals expected by the end of reception because of the very good teaching. Number activities are often introduced with number songs and rhymes, which the children enjoy and join in with enthusiastically. Many opportunities are provided for counting. In one activity with the teaching assistant, they rolled a dice, added one, and then crossed the answer out on the 1 to 7 number square. This activity provided a range of mathematical experiences. While they all knew the numbers on the square, only a few could interpret the spots on the dice. Children know shapes such as circles and rectangles well, and when the teacher drew a spider's web, one girl said that it looked like a hexagon. The teachers' consistent use of correct mathematical vocabulary means that children also confidently use the correct words. There are good resources, such as board games, large

number tracks, and objects for sorting and counting. Planning for mathematical development is carefully matched to children's different abilities, so that all are well challenged and achieve well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

40. Not enough teaching was seen to judge overall provision in this area. Children are interested in the changes they have seen in autumn and are increasingly aware of the world around them. In ICT they used appropriate skills in controlling the mouse and programmes are well suited to their abilities. In religious education they are beginning to understand different faiths as they look at the life of a Muslim. From planning, learning is wide ranging and makes very good use of the rich locality of the school.

## **CREATIVE DEVELOPMENT**

41. It was not possible to make an overall judgement of provision or standards in this area of learning, although from the work displayed in the classrooms there is a very strong emphasis on children's' creative art work using a range of media such as the papier-mâché masks made for `When the Tiger came to Tea`, and the autumn collage. In a music lesson children responded well to percussion instruments representing the monster and the little boy Bernard. Structured play outside with good resources promoted development of the children's imagination.

## **PHYSICAL DEVELOPMENT**

42. This area was sampled. The teachers and assistants make the best use possible of the outside area and small hall for children's physical development pending the build of a new hall. Planning ensures that children do have regular access to the larger equipment. In one lesson children worked very well in response to very good teaching at controlling their beanbags and by working together contributed well to the development of their personal and social skills. Children handle small tools sensibly and use construction toys and malleable materials such as play dough well.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- Standards in reading and writing by Year 2 are above average and pupils are achieving well owing to good teaching.
- Pupil performance data has been well analysed.
- The recently appointed co-ordinator has had insufficient training and time to monitor the subject with a view to raising the standard of teaching and pupils' achievement in Years 3 to 6.

### **Commentary**

43. In interpreting National Curriculum test results account must be taken of the small numbers of pupils and their relatively high mobility. The Year 6 results in English in 2004 were well below the national average, although from inspection evidence standards in the current Year 6 pupils are average. Results by the end of Year 2 have been consistently better than those of the older pupils, and there has been a particular improvement in pupils' writing since the last inspection. Teachers and assistants promote reading well throughout the school; pupils are heard to read regularly at home, and parents and other adults in the community listen to them read in school.
44. Teaching in Years 1 and 2 is good. In one very good lesson, learning intentions were made clear to the class and following a brisk introduction, pupils used their whiteboards to write down simple sentences. Two very skilled teaching assistants worked with small groups, to enable them to achieve well. There were opportunities for partner discussion before answering to the whole class, which contributed to the development of pupils' speaking and listening skills, which are above average. Before pupils settled to their written task the teacher reviewed several pupils' planning frames to ensure that they understood what to do. All frames had been marked with constructive suggestions for improvement. These strategies maintained a very good pace to the lesson and enabled pupils to learn and achieve very well in the lesson.
45. The school's data shows that overall pupil performance slows in Years 3 and 4. A supply teacher took the lesson seen during the inspection in the class for Year 3 and 4 pupils. The teaching judgement is also based on the evidence from pupils' literacy books, which showed a limited quantity of work and similar work set for pupils of all abilities. The school's recently agreed marking policy was not being followed, with for example the agreed symbols not being used to identify spelling and grammatical errors, and marking was limited to an encouraging comment, with no areas identified for improvement linked to pupils' individual targets.
46. Pupils in Years 5 and 6 listened well to the teacher highlighting the main features of instructional writing and answered thoughtfully and sensibly, but they were not given the opportunity to discuss their views in pairs or groups. The written task was imaginatively based on previous work in design technology and science, appropriately matched to pupils' differing abilities and the teaching assistant provided very good support for individual pupils. However, evidence from pupils' previous work this term shows that while a sufficient quantity of work is being produced, as in Years 3 and 4 the school's marking policy is not being followed. Recently introduced targets for pupils in both these classes are mostly non-specific and lack a time frame. To enable pupils to make faster progress and achieve well, targets need to be short term and achievable, and marking using the school's policy, needs to reflect progress towards these targets.
47. Leadership and management is satisfactory. The co-ordinator has a good understanding of the subject, but lacks experience in monitoring. The governors have identified the need for monitoring across the school and have made time available. To raise the quality of teaching in Years 3 to 6 and to bring standards to above the national average, it is important to develop the co-coordinator's skills and to implement rigorous monitoring that relates to tight time scales for improvement.

## **Language and literacy across the curriculum**

48. The national literacy strategy has been implemented well in terms of English lessons, but literacy has not been systematically planned into other areas of the curriculum, although it does happen. In mathematics pupils write instructions, and in science they write accounts and label their diagrams. In history and religious education they write accounts, and they develop their speaking and listening skills in PSHE. Pupils make notes and use ICT to word process their work and use the Internet for research.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards by the end of Year 2 are above average and have improved since the last inspection.
- Teaching and learning are good in Years 1 and 2.
- Marking and target setting are not used effectively in Years 3 to 6.
- Pupil performance data has been well analysed but is not yet used consistently.
- ICT is not included in planning and is underused in lessons.

### **Commentary**

49. In the class for Year 1 and 2 pupils, an emphasis on questioning and discussion, and on practical activities, has helped pupils to develop and understand mathematical concepts well, and thereby attain above average standards by the end of Year 2. This is an improvement since the last inspection and achievement is good. In Years 3 to 6, teaching and learning are well focused on different groups, so that pupils of all capabilities achieve satisfactorily and attain average standards overall in Year 6. Standards have been maintained since the last inspection and achievement is satisfactory.
50. Although there is some evidence of pupils carrying out investigations an analysis of pupils' past work shows insufficient opportunities for using and applying mathematical skills. The reliance on the use of worksheets and workbooks does not encourage pupils, particularly more able pupils, to record their workings out and show how solutions are reached. However, there is usually a good pace in lessons and teachers have a good understanding of how to make mathematics interesting and enjoyable.
51. The quality of teaching and learning is satisfactory overall and good in Years 1 and 2 owing to high expectations. Oral practice at the start of a lesson seen sharpened pupils' consolidated their knowledge of numbers up to 100. Carefully targeted questions and work with a partner enabled pupils to develop their understanding of the differences between the size and value of coins. From their responses the teacher was able to assess this understanding and move pupils forward in their learning by encouraging their use of observational skills. The teaching assistant was used effectively to support lower ability pupils during whole class work and support them in group work.
52. An analysis of work in Years 3 to 6 shows that pupils are working at the appropriate level and their recorded work is well-organised overall and shows an improvement on work in last year's Year 6. A good feature of a lesson for Year 3 and year 4 pupils was the way in which the supply teacher built step by step on previous knowledge to help pupils convert pounds into pence and to understand the use of the decimal point in money. In a lesson for Year 5 and Year 6 pupils'



work on equivalent fractions and ratio gave them good practice in the use of multiples and factors. Although the teacher clarified pupils' misunderstandings well through questioning and discussion, her working out on the whiteboard was not set out logically. This did not help pupils to understand nor did it set a good example for their own recording.

53. During the inspection teachers managed pupils in Years 1 to 4 very well and behaviour in lessons was good. Pupils enjoy practical activities in Years 5 and 6 and lower ability pupils worked well with the teaching assistant. However, positive attitudes to mathematics were not so evident when pupils used textbooks for practice, as they did not always remain on task. Although work is marked regularly in Years 3 to 6 and there are some encouraging comments there is a lack of guidance on how pupils can improve or in relation to their individual targets. Many of the targets are too broad, for example, those in relation to problem solving, and not manageable in terms of timescale or measuring success.
54. There is satisfactory leadership and management of the subject. Work on planning for mixed age classes has ensured that the national numeracy strategy is well embedded. There has been some monitoring of teaching and learning, and areas for development identified. Moderated and levelled work on problem solving and progression has helped in the sharing of ideas and in developing competence and confidence in teaching mathematics. Individual progress is now carefully tracked throughout the school, but this is not yet providing suitable targets for all pupils to aim towards and for teachers to plan more carefully. The subject co-ordinator is currently introducing computer programs for all classes to help with the progressive development of skills.

### **Mathematics across the curriculum**

55. The provision for developing pupils' numeracy skills across the curriculum is satisfactory. Pupils use an appropriate range of measures and sometimes graphs in science. Pupils have limited opportunities to practise their mathematical skills using ICT and the older pupils' knowledge of calculations is used in constructing spreadsheets but numeracy is not strongly featured in other subjects. Although the national numeracy strategy has been implemented well in mathematical lessons, it has not yet been systematically planned in other subjects.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards in Year 2 are above average and have improved since the last inspection.
- The school places an appropriate emphasis on investigative and practical work.
- The standard of written accounts and diagrams in Years 3 to 6 is not high enough.
- The subject makes a good contribution to pupils' personal development.

### Commentary

56. The Year 6 National Curriculum test results in science were well above average in 2003 but fell to well below average in 2004. This reflects the small numbers of pupils in each year group and their high mobility but also the inconsistencies in teaching and learning. Inspection evidence indicates that standards in the current Year 6 are average. Results by the end of Year 2 have been consistently better than those of the older pupils, and there has been improvement in standards in Year 2 since the last inspection.
57. Teachers throughout the school encourage the pupils to investigate and think about science in an enquiring way. Teachers have a good knowledge of the subject so provide interesting and motivating activities such as those in a lesson for Year 5 and Year 6 pupils that helped them to explore forces and understand how they balance each other. The supply teacher for Year 3 and Year 4 pupils gave very good demonstrations with jointed dolls and helped pupils explore their own joints and understand their function. The pupils enjoy the subject and develop their practical skills well. Pupils' understanding and personal development are further promoted by the very good use made of the rich opportunities in the surrounding area on visits such as those to a nature reserve, a small zoo and a farm. These visits and pupils' work on healthy eating and aspects of the natural world and man's effect on it also help pupils understand the relevance of science in everyday life.
58. Pupils achieve well by Year 2 owing to good teaching. Owing to an effective review of previous learning and very well organised practical work pupils were able to build well on their knowledge of circuits and explore further. Skilled questioning by the teacher developed their observational and practical skills effectively and constantly challenged the pupils. They responded enthusiastically and were delighted when they found how to ensure that a buzzer and a bulb both worked simultaneously in a circuit or how they could make a bulb shine more brightly. They recorded their work with good quality diagrams and labels that helped reinforce vocabulary.
59. Teaching is, however, only satisfactory in Years 3 to 6. Owing to some initial difficulties with organisation and resources the lesson on forces for Year 5 and Year 6 pupils did not run smoothly and some pupils were off task at times. Also, analysis of pupils' work shows there is too low an expectation for the quality of recording, for pupils to use their writing skills sufficiently or for older pupils to give reasons for their conclusions. Work by Year 3 and Year 4 pupils has not been marked this term so they are not being guided to improve their recording skills. As a result of these factors achievement is satisfactory by Year 6 rather than good.

60. Assessment is at an early stage of development but teachers modify work accordingly for the different age groups and abilities in their class. Teaching assistants in all classes provide very effective support because they help pupils to understand vocabulary and concepts rather than just helping them complete tasks. Test results indicate that more able pupils are achieving well in Year 2 and satisfactorily in Year 6. This is an improvement since the last inspection when there was little evidence of above average work.
61. The subject manager resumed responsibility for the subject at the beginning of this term after two terms away from the school so it is not possible to make a judgement on her current impact on standards and quality. She is enthusiastic about the subject and her role and there is an appropriate plan for improvement and the monitoring of teaching and learning. She has planned a return of the school's annual science day for next April.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is unsatisfactory.

### **Main strengths and weaknesses**

- Standards are below average as achievement is unsatisfactory.
- There is insufficient direct teaching of ICT.
- Computers are not used enough on a day-to-day basis to support learning across the curriculum.
- Pupils make effective use of digital photography.

### **Commentary**

62. Although the subject is planned appropriately in line with national guidelines and meets statutory requirements in that all aspects are covered, much of the work is too superficial to promote appropriate progress. ICT does not have a very high profile in the school and most class timetables do not show when time is being allocated for the teaching of ICT. Very little teaching of ICT was seen during the inspection and it is not yet integrated into classroom work in such a way that pupils fully recognise computers as a valuable tool to support their learning. The school has one interactive whiteboard, currently situated in the hall, but this was not used during the inspection. Standards are below average in Year 2 and in Year 6 and have declined since the last inspection.
63. There is a mixed range of computers for each class, including laptops, but these are not all compatible, though there is an Internet link in each classroom. Pupils have appropriate basic skills to use the computers and know how to access the Internet and choose web sites to support current work. Pupils meet average standards in word processing skills and can combine text with pictures. Although they can enter information and interrogate a database appropriately, standards are below those expected. Pupils in Years 5 and 6 are currently learning about spreadsheets. There are examples of pupils using digital photography effectively in lessons, in the school grounds and on educational visits.
64. The main reason for the below average achievement is that pupils do not have anything like sufficient opportunities to use the computers as these often stand unused during lessons or only a few pupils use them for a short time. There is little evidence of effective rotas or the monitoring of pupils' time at the computers. The amount of work covered is

less than expected as many opportunities to develop computer skills are missed. This, together with the lack of use of the interactive whiteboard, is an inefficient use of learning resources.

65. Teaching and learning are unsatisfactory as teachers provide too little lesson time to explain and illustrate techniques and skills in ICT. Teaching and learning are more successful on those occasions when teaching assistants help lower ability pupils with programs that reinforce literacy and numeracy skills. The number of assessment opportunities is limited and pupils are not sufficiently clear about how well they are doing and what they need to do to improve.
66. The headteacher has taken over responsibility for the subject and some improvement has been made through increased resources and appropriate training. Teachers are gaining in confidence and using ICT appropriately as a tool for planning and assessment but the monitoring of the use of ICT in lessons is unsatisfactory. There is an action plan for further improvement but this makes little reference to raising standards. The school is aware that it needs a full review of resources for ICT and their use.

### **Information and communication technology across the curriculum**

67. Although there are isolated examples of ICT being used well in literacy and numeracy the use of ICT across the curriculum is unsatisfactory. There was some limited use of videos, CD ROMs and the Internet for research in history and science but use of ICT is not yet built routinely into the planning for other subjects.

### **HUMANITIES**

*Religious education was not inspected in full as owing to the school's timetable it was not possible to see lessons in Years 1 and 2. Inspectors saw lessons in Years 3 to 6. Work was sampled in history but geography was not inspected.*

#### **History**

68. Planning shows that the school uses the historically rich village of Alfriston and its locality well to develop pupils' skills. Visitors to the school and events such as a 'famous people' day and an Egyptian day contribute to pupils' enjoyment and understanding. During the inspection two satisfactory lessons were seen, both characterised by a lack of pace. In a Year 1 and 2 lesson pupils listened well to the reason for Guy Fawkes' attempt to blow up the Houses of Parliament, but by stopping the video which followed at intervals for questioning pupils the lesson became fragmented and pupils found it difficult to sustain their concentration. In a Year 5 and 6 lesson pupils took turns to read round the class a shared text on the achievements of Brunel as one of the great Victorian engineers, prior to their visit to the Thames and Tower Bridge, but there were no opportunities for discussion in pairs or groups and their interest was difficult to sustain.

#### **Religious education**

69. The work provided is based on the locally agreed syllabus that focuses on learning about and from religious and human experiences. The principal focus is the teaching of Christianity, but differences in other religions are explored through the study of some of

the world's major religions, mainly through their festivals. Standards seen were broadly in line with the expectations of the locally agreed syllabus and have been maintained since the last inspection. Following their visit to the local church where the vicar explained the symbolism and purpose of the main features Year 3 and 4 pupils were using their sketches and digital photographs to compile a guidebook. Pupils used a good and appropriate range of art techniques to enhance their guidebook and word-processed their labels. They were very interested and worked well collaboratively in their groups. In a Year 5 and 6 lesson which focused on the Muslims` festival of Ramadan, pupils responded to a question and answer session and listen quietly to a story, but there was no opportunity to explore their thoughts in the discussions between themselves.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

*There was not enough evidence to report on any of these subjects individually, but art and design and physical education were sampled. Design and technology and music were not inspected.*

### **Art and design**

70. No lessons were seen but samples of pupils' work indicate that skills are being more systematically developed than at the last inspection. Standards are now at least average and some examples of above average work were seen. In Year 2 pupils have a good sense of line, shape and colour and work with care. Older pupils are given opportunities for observational drawing and show good skills in their detailed drawings of natural objects with attention to texture and shading. They have produced attractive patterns from tile prints of leaves, shells and spider's webs. From sketches made of Rudyard Kipling's house Year 6 pupils have produced very good quality paintings showing a good sense of form and perspective and imaginative colour mixing.

### **Physical education**

71. The provision for physical education, which has been constrained by the inadequate floor space in the school mentioned in the previous report, is to be improved by the building of a new hall in 2005. In the meantime the school has arranged for the use of the local leisure centre to ensure that the curriculum is delivered. The school has its own outdoor heated swimming pool and all pupils receive regular swimming lessons during the summer term. In the two outdoor sessions seen during the inspection standards were broadly average, but there was a difference in teaching and expectations. In a Year 1 and 2 lesson pupils explored and developed moving skills using bean bags and balls. The teacher maintained a challenging pace to the lesson and pupils worked hard. In a Year 3 and 4 lesson pupils started well in practising different ball skills as they rotated round different activities, but the session was too long, the pace slowed and there was no opportunity to practice these skills in a games context.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

72. There was not enough evidence to report on this area individually but the development of pupils' personal skills has a high priority in the school. A programme for PSHE in place for Years 1 to 4, but the school is aware that the programme for Years 5 and 6 needs further development. Each class sets time aside each week to discuss values or sensitive issues and assemblies make a good contribution, such as those during the inspection on

the theme of friendship. The lesson seen on firework safety for Year 1 and Year 2 pupils had high expectations and good pace. The clear instructions the teacher gave for working in a group led to effective learning. All assemblies seen during the inspection made a good contribution to this curriculum area.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	1
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*

