

INSPECTION REPORT

NEWICK C OF E PRIMARY SCHOOL

Lewes

LEA area: East Sussex

Unique reference number: 114528

Headteacher: Mr Darren Vallier

Lead inspector: Mr Phil Mann

Dates of inspection: 8th – 11th November 2004

Inspection number: 267388

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: Voluntary controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 202

School address: 63 Allington Road
Newick
Lewes
East Sussex

Postcode: BN8 4NB
Telephone number: 01825 723377
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Appropriate authority: Governing body
Name of chair of governors: Mrs J Hawkes

Date of previous inspection: 24th May 1999

CHARACTERISTICS OF THE SCHOOL

Newick CE Primary School has 211 pupils on roll, aged four to 11. It serves the village of Newick in East Sussex. The home backgrounds of most pupils are above average with a below average number who are in receipt of a free school meal. The number of pupils who have either joined or left the school other than at the usual time is very small. The school has been completely rebuilt since the previous inspection and is surrounded by playgrounds, garden areas and a sports field. At the time of the inspection, there were ten children in the reception class. The attainment of children at the start of school in Year 1 is above average. A total of 23 pupils have been identified as having special educational needs and this is average. Three of these pupils receive support from outside agencies and currently there are five pupils with a Statement of Special Educational Need. The proportion of pupils from ethnic minority groups is very small and very few pupils speak English as an additional language.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23219	Phil Mann	Lead inspector	Science, Information and communication technology, Design and technology, Physical education, Religious education; English as an additional language
8991	Pamela Goldsack	Lay inspector	
29988	Lynne Thorogood	Team inspector	The Foundation Stage curriculum, Special educational needs, Mathematics, Art and design, Music
32236	Nicola Pellow	Team inspector	English, Geography, History, Personal, social and health education and citizenship.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20

**AREAS OF LEARNING IN THE FOUNDATION STAGE
SUBJECTS IN KEY STAGES 1 AND 2**

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	35
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** and effective school. Pupils' achievement is good overall and the oldest pupils are attaining generally high standards. The school has developed a good approach towards issues of inclusion and values the recognition of individual achievement. High levels of expectation and challenge are set for most pupils within a positive and caring atmosphere for worthwhile learning. Overall, the standards of teaching and learning are good. Leadership and management are effective and governance of the school is very good. Taking everything into consideration the school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is good overall in mathematics, science and several other subjects.
- Although standards in writing overall are above average by the age of eleven they do not fully reflect the potential of the pupils.
- Pupils respond very well to the very wide range of learning experiences on offer.
- The quality of teaching is good overall.
- Assessment information is not used well to ensure that planning for lessons effectively caters for the age or ability of pupils in some foundation subjects.
- The achievement of pupils with special educational needs is good.
- Provision for reception children is good.
- A very good range of interesting activities enhances the pupils' learning.
- The monitoring of standards by subject co-ordinators is not fully effective.
- The headteacher provides very good leadership for the school.

Overall, the school has made good improvement since the last inspection. There has been very good improvement in raising standards by the end of Key Stage 2. Although there are still some variations, the improvement in the quality of teaching has been good. Improvements in leadership have been very good. The curriculum now has good breadth and balance and, overall, there are good levels of challenge for more able pupils.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	A	A	B
mathematics	A	A	A	A
science	A	A	A	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is **good** overall. Standards are generally above that expected for children in the reception year. Most of these children will achieve and exceed the Early Learning Goals in all areas of learning except in physical development. Inspection findings are that infant pupils continue to make good progress to attain standards that are above average in mathematics and science by the age of seven. Standards in reading and writing are now above average overall. However, comparisons against the results of similar schools indicate some past underachievement in writing. Good teaching of this age group is now successfully addressing this issue. Overall, these findings represent an improvement on the previous three years results in the national tests. Rates of progress are more variable in the juniors but consistently good for the oldest pupils where above average standards are attained in English. Standards are well above average in mathematics and science. Results from the 2004 national tests consistently reflect this level of achievement and trend of good improvement in standards. The competence of the oldest junior pupils in information and communication technology is above that expected and consistent with the good achievement of all pupils throughout the school. Pupils with special educational needs and those who speak English as additional language make good gains in their learning and achieve well. The achievement of gifted and talented pupils is satisfactory.

The vast majority of pupils enjoy coming to, and being at school, and pupils respond very well to the school's expectations of how they should behave in and around the premises. Attitudes to learning are very good and all pupils respond particularly well to the **very good** moral, social and cultural provision and good spiritual development. The climate for learning is positive and, overall, pupils are set work that provides them with good levels of challenge in most classes. The level of attendance at the school is very good, and most pupils arrive on time at school and for classes.

QUALITY OF EDUCATION

The quality of education is **good** overall. Although there are some variations, the average quality of teaching and learning is judged to be **good**. The school's assessment procedures for monitoring its pupils' academic performance are satisfactory overall. However, the quality of teachers' marking varies from satisfactory to very good and assessment information is not always used well to plan for the next stages of pupils' learning. The good curriculum is broad, balanced and relevant, and the school provides a very good range of activities to enrich the pupils' learning experiences. There are good levels of provision for reception children, with a good emphasis placed on learning through play. Pupils with particular needs are supported well and make good progress. The accommodation and resources are of a very high quality. The school acts well in regularly seeking the views of pupils. The good procedures and practice of childcare, safety and welfare are well established. Staff provide good levels of educational guidance and personal support for pupils. The partnership with parents is very good and a significant strength of the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are effective and **good** overall. The quality of leadership exercised by the new headteacher is very good. He is providing high quality leadership for the school that is starting to inspire the staff and pupils to greater levels of achievement. Key staff play an increasingly important role in school improvement, but the monitoring role of subject co-ordinators is in need of improvement. School governance is very good. The governing body has been very successful in acting as a 'critical friend' to the school and provides good levels of support. Financial planning is very effective in helping the school to meet its targets for improvement, and significant emphasis is placed on applying principles of 'best value' when spending decisions are made.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express many positive views about the school and in particular they regard pupil behaviour throughout the school as very good. However, some parents are unhappy about the quality of information the school provides for parents to explain how they can help their child at home. Inspectors wholeheartedly endorse the positive views of parents. However, they judge that the level of information given to parents in how to assist with their child's learning is good and better than that found in most schools.

Pupils have very positive views about their school. They feel that it is a warm and friendly place where learning is fun.

IMPROVEMENTS NEEDED

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

- Further raise standards in literacy and especially writing.
- Use assessment information more effectively to inform future planning.
- Improve the quality of planning in some subjects to ensure the effective progression of pupils' skills and abilities.
- Develop the monitoring role of subject co-ordinators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good** overall across the school; it is satisfactory overall for pupils in Years 3 and 4. By the age of 11 pupils attain **above average** standards in English and **well above average** standards in mathematics and science. All pupils achieve **well** in information and communication technology to reach **above average** standards by the age of 11. The oldest junior pupils are also attaining high standards in art, design and technology and music.

Main strengths and weaknesses

- Pupils make good progress in mathematics, science, information and communication technology, design and technology and music.
- Standards in writing are not as high as they could be because spelling by the oldest pupils is often inaccurate.
- The progress made by younger junior pupils is inconsistent.
- Pupils with special educational needs and those who speak English as an additional language make good progress.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.2 (15.7)	15.8 (15.7)
writing	14.8 (14.8)	14.6 (14.6)
mathematics	17.9 (17.6)	16.2 (16.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	29.0 (28.3)	26.9 (26.8)
mathematics	30.1 (28.5)	27.0 (26.9)
science	31.0 (30.6)	28.6 (28.6)

There were 22 pupils in the year group. Figures in brackets are for the previous year

1. Pupils' achievement is good overall with some variations. Inspection findings judge that infant pupils continue to make good progress to attain standards that are above average in mathematics and science by the age of seven. Standards overall are above average in reading and writing. Consistently good teaching in Year 2 is now addressing the previous underachievement

highlighted in the comparative results against similar schools where standards were below average in writing. These findings support an overall trend of improvement on the previous three years results in the national tests. Standards in the 2004 tests were average in writing, but well above average in reading and mathematics. Teacher assessments judged these pupils to be also well above average in science.

2. Inspection evidence indicates that rates of progress are consistently good for the oldest junior pupils where above average standards are attained in English. Standards for these pupils are well above average in mathematics and science. Results from the 2004 national tests reflect these high standards with eleven-year-olds attaining well above average results in the 2004 national tests. When these results are compared with schools of similar prior attainment at the age of seven they are above average in English and well above average in mathematics and science. These results consistently reflect the good level of overall achievement and trend in improvement at the top of the school. Overall there are no significant differences in the attainment of boys and girls when the last three years' results are taken into consideration.
3. Even though the oldest juniors attain standards in English that are above average, the quality of their writing is not as good as it could be because often spellings are inaccurate and handwriting is only satisfactory. This is because spelling and handwriting are not taught systematically throughout the school. However, inspection evidence confirms that many pupils' writing is of a good standard utilising a wide vocabulary.
4. Overall progress across the school is good in mathematics, science, information and communication technology, design and technology and music. Skills in these subjects are taught particularly well to the oldest junior pupils and as a result standards are high in all of these subjects. Progress is satisfactory in all other subjects. However, the progress of the pupils in Years 3 and 4 is inconsistent in some foundation subjects. It is good in mathematics where pupils are taught in single year group classes and work is carefully matched to the pupils' ability. In other subjects where pupils are taught in mixed aged classes, it is more variable and only satisfactory. This is because teachers' planning does not always effectively match tasks to the ability of all the pupils and there is an over reliance on extension work to provide challenge.
5. Children of reception age achieve well and make good progress in most areas of learning. Standards are generally above those expected for children of a similar age when they start at school. Most of these children will achieve and exceed the Early Learning Goals¹ in all areas of learning except in physical development by the time that they start in Year 1.

¹ **EARLY LEARNING GOALS**

Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

6. The school is very successful at supporting the learning of pupils with special educational needs, who make good progress in relation to their ability and earlier attainment. They are identified at an early stage and have detailed individual education plans that clearly focus on specific targets to be achieved. Learning support assistants provide these pupils with a good level of support that promotes this good progress; particularly in the areas of literacy and numeracy. This good level of support is also provided for the very small number of pupils who speak English as an additional language. These pupils achieve well. The school has begun to recognise the need to support gifted and talented pupils through a range of planned activities. The achievement of these pupils is at least satisfactory.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes and behaviour are **very good**. Their attendance is **very good**. Pupils’ personal development, including moral, social and cultural development, is **very good** overall and their spiritual development is **good**.

Main strengths and weaknesses

- The school’s very good efforts to improve attendance are successful.
- Pupils enjoy school and participate fully in lessons and other activities.
- The very good behaviour of pupils contributes significantly to the school’s positive atmosphere for learning.
- The pupils’ personal and social skills are very well developed.

Commentary

7. Pupils’ attendance is above the national figure and this very good rate has been maintained since the previous inspection. The school promotes the importance of prompt, regular attendance very effectively and parents show their support by complying with these high expectations. The school’s own up-to-date attendance figures show there is a decline in the rate of unauthorised absence since the last reporting year because few families are taking extended holidays during term time.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.3	School data	0.6
National data	5.1	National data	0.4

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

8. Pupils' very good attitudes toward learning reflect good improvement since the previous inspection and parents confirm that their children like coming to school. In lessons they listen carefully to their teachers and set to work purposefully. They are keen and willing learners. All pupils of whatever ability, race or gender are fully included in all aspects of the school. After-school clubs are very popular and enthusiastically supported by the pupils.
9. Pupils' behaviour is even better than it was at the last inspection. They clearly know right from wrong and respond very well to the school's positive approach to discipline. Both parents and pupils are very pleased with the quality of behaviour and agree that bullying is not a problem. Pupils move around the school and outdoors sensibly and treat equipment and displays with respect. As a result there is a calm and purposeful atmosphere for learning. Because of this very good provision there have been no exclusions over the past reporting year.
10. The school is very effective at developing pupils' social skills. Teachers provide very good opportunities for older pupils to take responsibility, for example by staffing the office at lunchtimes, caring for younger pupils at playtimes or scanning pupils' books into the computerised catalogue in the library. Pupils make a real contribution to the life of the school through the school council. They are polite and considerate to one another and adults around the school. They co-operate well in a variety of groupings.
11. The school develops pupils' moral sense very well. Teachers make pupils aware of right and wrong and their responsibilities to one another through a set of clear rules, which are devised by the pupils themselves and displayed in every classroom. They make sure that these rules are followed. Teachers also use "circle time"¹ effectively to help pupils understand how to deal with issues such as bullying.
12. Teachers make very good use of opportunities to develop pupils' cultural awareness. For example, in Year 2, they link work in Geography and English on the Caribbean, using a well-chosen text to explore other lifestyles than their own.
13. Provision for pupils' spiritual education is good. In assemblies, for instance, the staff make effective use of chances to encourage pupils to reflect on moments of awe and wonder in the natural world. There are some very good displays of work on the Bible. However, although the school ensures that pupils learn about other world religions by following the locally agreed syllabus for religious education, this is not reflected in displays around the school.

¹ Circle Time. The provision of a discussion period called Circle Time provides a good opportunity for pupils to talk over issues that face them as part of everyday life.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall. Teaching is **good** and a very positive ethos for learning has been established. A strong emphasis is placed on providing a very wide range of stimulating learning experiences for all pupils both in and out of lessons. The level of care is of a **good** standard and a **strong** partnership has been established with parents and the local community.

Teaching and learning

The quality of teaching and learning is **good** overall and assessment is **satisfactory**.

Main strengths and weaknesses

- Teachers demonstrate good levels of expertise and high expectations of what pupils can do in many subjects.
- Opportunities are sometimes missed to teach specific speaking and listening skills.
- Planning for lessons is good overall, but sometimes learning intentions are not carefully thought through.
- Teachers manage pupil behaviour well and classroom relationships are very positive.
- The teaching of pupils with special educational needs and for those who speak English as an additional language is good overall.
- Good assessment information is used well for children of reception age to ensure that work is effectively matched to their needs.
- There is no coherent link between the recording of pupils' progress and the planning of future work.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	17	4	0	0	0

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

14. All teachers possess good levels of subject knowledge overall. Expertise is particularly good in mathematics, science, information and communication technology and physical education. Teachers demonstrate that they have high expectations of what pupils can achieve in lessons. Questions are used skilfully to probe pupils' previous learning and challenge their thinking. Many techniques are used to illustrate key teaching points including good provision for speaking to a partner. However, it is noted that opportunities are sometimes missed in literacy lessons to teach specific speaking and listening skills. Satisfactory use is made of homework to support learning in class with some very good examples of individual research being completed by the oldest junior pupils.

15. Planning is good overall with some very good examples evident for the oldest infant and junior pupils. All teachers make good use of nationally recommended units of work to support their lesson planning. Teachers use and modify these plans effectively to structure lessons and identify what is to be taught. Teaching is good or better in lessons where learning intentions are very explicit and well thought through. However, in some lessons learning intentions are not as clear as they could be and therefore teaching is less effective.
16. All teachers make sure that tasks are carefully matched to the ability of pupils in mathematics. However, this is not always the case in English lessons where match of activity to ability is often through extra work or by support rather than by the difficulty of the task. This is also often the case in lessons for science and some other subjects, such as geography and history. The absence of a coherent assessment structure is one of the main reasons for these inconsistencies in teachers' planning.
17. Relationships between teachers and pupils are very positive in lessons. This is because behaviour is managed well and all teachers effectively engage pupils in learning. This is done through the use of a wide range of styles and techniques. In particular, all staff make very good use of the interactive whiteboards in their classrooms to illustrate key teaching points with colourful images and presentations. All teachers make every effort to recognise the achievement of individual pupils through positive praise and reward. All pupils respond well to this and endeavour to complete their work.
18. Good teaching meets the needs of pupils with special educational needs well. Teaching assistants assigned to support individual pupils are well trained, carefully briefed and have positive working relationships with teachers and pupils. These assistants are experienced in many techniques, and consistently give very good and committed support. Individual education plans are regularly reviewed by the special needs co-ordinator in consultation with teachers, and are kept readily available. Teaching in class lessons is suitably adjusted to suit the individual education plans, and modified tasks are provided to suit the learning of pupils with special educational needs. This good support is also provided for the very small number of pupils who speak English as an additional language.
19. Good assessment procedures have been effectively established for reception children and these teachers carefully use the data gathered to match work to the needs of these children. Overall, satisfactory systems have been put in place for infant and junior pupils with the effective setting of targets for individual pupils in English and mathematics. However, there is currently no coherent link between existing computer based records and the planning of future work for pupils. This is particularly so for the pupils in Years 3 and 4 where often work is exactly the same for the different age groups in each class in several subjects.

The curriculum

The curriculum is **good** overall. The opportunities for enrichment of the curriculum are **very good**. The accommodation and resources are of **very good** quality.

Main strengths and weaknesses

- A very good range of interesting and worthwhile activities is planned.
- The development of literacy skills in other subjects is not always planned for.
- Planning in some subjects does not always cater for the needs of all pupils.
- Teachers make very good use of information and communication technology to support the curriculum.
- Pupils can choose from a very wide range of activities outside the school day.
- Provision for pupils with special educational needs and those who speak English as an additional language is good.
- Accommodation and resources are very good overall but poor acoustics in the hall makes communication between staff and pupils sometimes difficult.

Commentary

20. The school works hard to provide a good broad and balanced curriculum. It has effective long-term planning and has adopted satisfactory schemes of work. Teachers are aware that these are sometimes limiting and are working to widen pupils' experiences by developing 'mini-learning projects' where several curriculum areas are linked, allowing pupils to explore subjects in more depth. For example, the older pupils have recently completed some work on bread, which effectively combined science, English and other curriculum areas. Teachers enable pupils to become more proficient in computer skills by using them in the context of other subjects, and the school makes very good use of its new "laptop bus". However, teachers do not always take opportunities to enhance learning in other subjects by applying literacy skills or developing their speaking and listening skills effectively. This is partly because planning for English, though thorough, does not clearly identify outcomes, or how the skills the pupils are learning contribute to learning overall. Planning for mathematics is good but in some foundation subjects it is not satisfactory because the same work is often planned for pupils of different ages and abilities with no clear progression of skills and abilities. This is particularly so for classes for pupils in Years 3 and 4.
21. There are very good opportunities for enrichment of the curriculum. Pupils can choose from a very wide range of activities outside of lessons, from French to karate, and many of the clubs are so popular that they have to be run several times. Within the school day, teachers provide a range of interesting ways of learning. For example, pupils have the chance to experience a day of school as it might have been in Victorian times. They visit the theatre and are regularly visited by theatre and other educational groups. This helps pupils feel excited by, and interested in, their learning.
22. Provision for pupils with special educational needs is good. The code of practice for pupils with special educational needs is fully in place. Pupils with special educational needs and those who speak English as an additional language are fully included in all aspects of the curriculum, which is adapted appropriately to ensure they make the best possible progress. The school has effective systems to identify, assess, support and monitor pupils with special educational needs that enable them to make very good progress. Assessment takes place regularly and individual education plans are revised frequently. Targets are clear and specific, and suitably challenging. Movement up or down the levels or removal from the special educational needs register is considered regularly for each pupil with special needs.

23. The new building provides a very good environment for learning and the grounds are well organised to provide different opportunities at playtimes. The new "laptop bus" is a very good answer to the need to provide access to up-to-date information and communication technology and teachers use it, and the interactive whiteboards, very well to promote effective learning. Some of the classrooms are a little small for the number of children in them. Poor acoustics in the hall sometimes make communication between staff and pupils difficult. The library is well stocked with non-fiction books and is imaginatively organised to provide a stimulating and comfortable environment for reading and learning.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good**. The provision of support, advice and guidance based on the monitoring of pupils' achievement is **satisfactory**. The involvement of pupils through seeking, valuing and acting on their views is **good**.

Main strengths and weaknesses

- Pupils like school very much and staff establish trusting and caring relationships with pupils.
- Teachers know their pupils well.
- Parents are provided with information of good quality.

Commentary

24. This is a caring school where pupils' happiness, health and safety have a high priority among all members of staff. Risk assessments of the site are up to date and carried out regularly. The full governing body reviews health and safety at each meeting. Arrangements to meet the needs of pupils with allergies or ailments are well planned and followed consistently. Pupils are well supervised at all times. A full time teacher is the named teacher responsible for child protection and the school follows the guidance in its own policy. Staff members are aware of procedures in this area and legal requirements are met. Further training and review of arrangements would make this a stronger element of the school's system of care.
25. Pupils are well known as individuals by their teachers and teaching assistants. Pupils' personal development is recorded well by class teachers and teaching assistants and shared with parents during consultation meetings and in the end-of-year reports. Parents agree that the school helps pupils to become mature and treats their children fairly. The academic monitoring of pupils' achievement is based on a satisfactory range of testing. Pupils are given sound day-to-day guidance on how they can improve in subjects.
26. The very good relationships among pupils, teachers and teaching assistants mean that all pupils have at least one adult they can talk to if they have a concern. Displays highlight pupils' own work and assemblies regularly celebrate

their best efforts. The school council is a good forum for pupils to express their opinions on how the school can improve. Their ideas are taken seriously and pupils meet regularly to discuss the practical arrangements connected to their suggestions. The school acts on their ideas and earlier this year improved playground facilities and included a 'Buddy Stop' to make sure that no single pupil would be left out of play activities. The school carried out its own survey of pupils' views earlier this year and results confirmed that pupils are very positive about school life.

Partnership with parents, other schools and the community

The school's links with parents and the community are **very good**. The school's links with other schools are **good**.

Main strengths and weaknesses

- The school is very popular with its parents and within the community.
- The school values greatly the views of parents and acts on their suggestions.

Commentary

27. The partnership between the school and parents has improved since the previous inspection. The school is very highly regarded by parents and the parents who made their views known during the inspection confirm this. The school values its links with parents and welcomes their opinions. Parents' views are regularly sought through surveys and the school carefully considers their opinions. The French club was organised in response to the parents' request. All members of staff are friendly and easy to approach and parents are encouraged to come forward with any concerns. Past issues related to how well the school deals with complaints have been resolved. Questionnaire results confirm that parents are comfortable about approaching the school about any concerns that they may have. Parents are very active in their support for the school and they enrich learning for all of the pupils very effectively. Parents support homework and reading at home. Some parents volunteer in classes on a regular basis and also help with transport to events. The Newick School Association is a registered charity and is very active with fundraising and social events throughout the year. They provide valuable extra resources for the school.
28. The quality of information provided for parents is good and helps to support the partnership between home and school well. A significant minority of parents expressed concern about how well they were informed about their child's progress and how they might help their children learn at home. This view is inconsistent with the findings of the inspection team. Parents receive good information about pupils' progress in a variety of ways. The end-of-year reports are detailed and give parents a clear picture about pupils' achievement in each subject. Consultation meetings between class teachers and parents now take place each term and the school is very pleased that all parents

attend. The prospectus and governors' annual report contain all of the required information in a parent-friendly format. Information regarding the curriculum for each class is distributed each term along with guidance on helping at home. Improvements regarding communication were initiated in response to a survey conducted shortly after the headteacher took up his post. Parents expressed positive views about how well they were informed about their child's learning in a school questionnaire completed earlier this year. The school has ongoing plans to further improve communication and arrangements for homework.

29. The school benefits from very good support from the local community. Pupils visit St Mary's Church each term and the leavers' service for Year 6 pupils and their parents is held here. The vicar is a governor and regularly leads assembly. Information about school life is included in the parish magazine. Pupils participate in village events such as the Open Garden Festival. Pupils' learning is enriched because of the school's participation in the local cluster group of schools. Pupils compete with other schools in sporting events over the year. There is a well-planned induction for Year 6 pupils to prepare them for transferring to Chailey Secondary School. Teachers from each school meet regularly to plan the transition.
30. The school's good links with a local college and the secondary school are mutually beneficial. Students gain work experience and pupils benefit from the extra support the students provide in classrooms. Pupils benefit from this good link throughout the year through their French class and extra-curricular sports activities.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher and governance of the school are **very good**. Management is **good**. The leadership of key staff is **good**.

Main strengths and weaknesses

- The headteacher provides very good leadership and good management.
- The headteacher has a very clear sense of purpose, clarity of vision and high aspirations.
- The governors have a very thorough understanding of the strengths and weaknesses of the school through systematic monitoring of teaching and learning.
- Strategic planning is very good
- There is a strong commitment to meeting pupils' individual needs.
- Subject leadership is good overall, but the monitoring of standards lacks sufficient rigour in some subjects.
- Very effective financial management is closely linked to the very good plan for school improvement.

Commentary

31. The school has faced many changes since the previous inspection. The newly appointed headteacher and the governing body have worked together effectively to bring about many improvements over the last year. The headteacher has a very clear vision for the future, which is shared with the deputy head and other members of staff through formal and informal discussions. He, along with the staff, works hard to raise standards. Provision is monitored closely in mathematics to ensure that pupils do as well as they can. Satisfactory efforts have been made to improve standards in writing, but monitoring and assessment of writing is not sufficiently systematic, so standards still lag behind those in mathematics and science. Both the head and the deputy head recognise the need to adjust the management of the curriculum to raise standards further. There is regular reviewing of performance reflected in the school's improvement plan. The current plan focuses clearly on raising standards. Professional development of teachers and learning support assistants is closely linked both to the needs of individuals and the needs of the school.
32. Governors demonstrate a very good understanding of the strengths and weaknesses of the school. They are fully involved in school improvement and have frank and challenging discussions with the headteacher and staff. Individual governors have oversight of each subject, and of special educational needs. They work closely with the co-ordinators concerned so they have a clear picture of provision and standards. The head teacher has very good skills in school evaluation. This has led to a good improvement in strategic planning. The current development plan has clear priorities, identifies who is responsible for implementation and indicates the cost implications and success criteria. Governors are very aware of improvement targets and how these are going to be achieved, for instance by purchasing a 'laptop computer bus' to ensure all pupils have sufficient access. Governors carry out all their legal requirements. All appropriate policies are in place and are regularly reviewed.
33. The overall management of the school is good. The headteacher and deputy head regularly carry out observations in classrooms to monitor and develop teaching and learning. These observations help to inform decisions about staff development needs. There is regular monitoring and analysis of pupils' work by the subject leaders for mathematics and science and by the Foundation Stage and special needs co-ordinators, and this is used to inform planning and develop learning. However, the monitoring of standards by some co-ordinators is not carried out with sufficient rigour and this is restricting the ability of the school to further raise pupil achievement, particularly in writing.
34. The management of special educational needs is good. Provision for pupils is effectively managed, and all are fully included in the life of the school. The management of the teaching assistants is very effective. These capable and willing assistants are of very high quality and are invaluable to the school. They

are well trained and closely directed by the special needs co-ordinator. Funding for the support of pupils with special educational needs is appropriately deployed and there is a strong commitment to helping every pupil to improve.

35. The school has a comprehensive induction programme for newly qualified teachers, which ensures that targets in their career entry profile are methodically addressed. Many student teachers undertake placement at the school and very good procedures for meeting their needs and for ensuring that there is no disruption to pupils' learning are in place.

36. Financial administration is very efficiently carried out on a daily basis. The administrative staff provide very good support for the headteacher and other teachers. This allows them to concentrate on their management and teaching roles. The school makes good use of specific funding. The finance committee of the governing body ensures that principles of best value are applied when obtaining goods or services. All spending is in line with priorities identified in the school improvement plan. The large sum carried forward takes account of projected planned staffing and resource costs, and is likely to be reduced considerably in the near future.

Financial Information

<i>Income and expenditure (£)</i>		<i>Balances (£)</i>	
Total income	564,219	Balance from previous year	64,514
Total expenditure	559,394	Balance carried forward to the next	69,339
Expenditure per pupil	2,883		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Commentary

37. The majority of children enter the reception class with levels of attainment that are above average, particularly in their use of language. A range of motivating and challenging activities is planned across all areas of learning, which offer both structure and choice to children and help them to achieve well. Children's progress in all areas of learning is carefully monitored, and staff use a detailed system of assessment to help plan for future learning and development. Consistently good teaching promotes good progress. Children with special educational needs are identified early and monitored by the teacher in consultation with other professionals such as the speech therapist. The provision is well managed by the reception class teacher and there are good relationships between all who work in the Foundation Stage, including volunteers. Good management and organisation ensure that the children of reception age in mixed-age classes receive the full Foundation Stage curriculum in the well-resourced reception classroom in the afternoons. Planned improvement to the outdoor play area has the potential to enhance the good provision even further. There has been a good level of improvement overall since the last inspection

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- There are good links between home and school and between the school and pre-school provision
- There are good relationships between children and adults which promote security and confidence
- Good teaching and high expectations promote positive learning and good behaviour
- Children develop independence and a sense of responsibility because there are frequent opportunities for them to make choices

Commentary

38. Relationships between children and adults in the school are based on warmth and trust, and this makes a positive contribution to children's personal and social development. Good links with the range of pre-school settings and visits

to school in the term before admission ease entry to school and help children feel secure and confident in the new environment. As a result of good teaching and effective support, children quickly settle into the routines of school. By the end of the reception year they are likely to exceed the levels expected in Early Learning Goals. Children come into school willingly at the start of the day, and because of well-established routines and high teacher expectations they settle quickly to an activity or for registration. They rapidly gain confidence and learn to take turns and share equipment. As well as a range of adult-directed activities, there are frequent opportunities for children to make choices about what they would like to do, and this promotes independence and confidence. Children select equipment such as crayons or scissors sensibly, and most manage their own aprons or overalls when preparing to undertake a messy activity. Some children show a well-developed sense of responsibility and care for others, as they help each other with buttons or fastenings when getting changed for games, or offer support when someone is upset.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**

Main strengths and weaknesses

- The teaching of important basic skills, including letter sounds, is good
- Achievement in reading and writing is good
- Children are reaching higher standards than expected for their age

Commentary

39. Many children enter the reception class with good language skills. Teaching and learning are good and all children make good progress in developing enjoyment of stories and re-telling them accurately. They listen carefully to questions and instructions and respond appropriately, usually in well-structured sentences. They handle books correctly and most quickly become established on the early stages of the school's reading scheme. They enjoy reading aloud to an adult, and do so confidently. All make good progress in learning letter sounds because of regular structured teaching, and the more able use their knowledge of sounds to help them read and spell new words. They learn to use their pencils correctly in a range of drawing, tracing and copying activities. All write their names correctly and many progress to writing simple sentences legibly and with many words correctly spelled. Almost all children are expected to meet, and most to exceed, the expected levels by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Achievement is good because of good teaching and the provision of practical activities
- Children are likely to exceed levels expected for their age by the time they reach Year 1.

Commentary

40. Teaching and learning are good and most children make good progress as a result. Provision of a good range of practical resources and activities ensures that children understand and quickly learn new work. Building and construction activities help children develop knowledge of shape and size. They make good progress in developing their knowledge of numbers by joining in with number rhymes and songs, such as 'Ten Gingerbread Men in the Bakers Shop'. All children count up to ten, the more able going on confidently beyond 20. They recognise numbers on a number line and 'count on' or 'count back' to perform simple addition or subtraction sums, which they record correctly in their workbooks. Most children write numbers correctly, and identify shapes, including circles, rectangles, squares and triangles, counting their sides and corners. They make good progress, and almost all are expected to exceed the target levels by the time they reach Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good teaching promotes effective learning and above average standards
- Children achieve well because they enjoy a good range of first-hand experiences

Commentary

41. Children make good progress because of good teaching. By the time they leave the reception class they are on target to exceed the expected levels. Children achieve well because they are given a wide range of activities to support their learning. They are confident in using the mouse and keyboard on the computer, and independently 'click and drag' items into place on a picture. Children are interested in nature, and photographs show them hunting for mini-beasts in the garden and showing off the plants they have grown. They enjoy cooking, and bake gingerbread men like the one in the story they have heard. They learn about other cultures and faiths as they celebrate festivals and events such as Diwali. They have many opportunities to use large and small construction kits and show good skills of making.

PHYSICAL DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- Provision for outdoor play is restricted.
- The good modelling of techniques and practical skills by adults leads to effective learning.

Commentary

42. Teaching is satisfactory in this area of learning. Children have regular opportunities to use climbing apparatus in the hall, and have access to an outside area where they can run, skip and ride wheeled vehicles for a short time each day. Children have average levels of co-ordination and control for their age. Firm plans are in place and funding has been set aside to improve the outdoor play facilities by providing fencing, to ensure safety, further equipment and outdoor storage. This will enhance provision and give more opportunities for physical development. Children show sound manipulative skills when handling equipment such as scissors, and develop correct techniques for holding a pencil or paintbrush because adults model and demonstrate these skills for them. All children are on target to reach the expected levels by the time they leave reception.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good teaching, including adult-led role-play, promotes good development.
- Children have good opportunities to make creative choices, leading to good standards.

Commentary

43. Children make good progress in this area because of good teaching and by the end of the reception year they exceed the expected levels. They enjoy dressing up in the role-play area of the classroom, which becomes the home corner, the police station or the baker's shop, organising their play independently. Adult-led role-play effectively promotes oral skills and confidence, as children take the part of 'the baker' or 'the customer' as they re-tell a favourite story. Creative skills are well developed; for instance children use a variety of materials to make pictures, selecting collage material, crayon or paint to achieve effects they like. They draw and colour pictures of themselves accurately, with the correct number of limbs, eyes, and so forth and the more able add details such as buttons, hair-slides and eyelashes. Children sing a variety of songs from memory, singing tunefully and clapping in rhythm.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE

French

44. French is taught to pupils in Years 5 and 6 and the school is providing a good introduction to a modern foreign language. It was not possible to observe any teaching of French during the inspection and so no judgement can be made on provision. However, pupils speak fondly of learning another language. Good links with a local secondary school have been arranged to support teaching and learning.

English

Provision in English is **good** overall.

Main strengths and weaknesses

- Standards in writing do not fully reflect the potential of the pupils.

- Teaching does not always allow the most able pupils to reach their full potential. Spelling and handwriting are not taught systematically throughout the school.
- Teachers use information and communication technology very effectively to support pupils' learning.
- The monitoring of pupil standards by the co-ordinator is insufficiently rigorous.

Commentary

45. Pupils' achievement is satisfactory overall and standards at the end of Year 6 are above average. This judgement is generally supported by the 2004 National Curriculum tests where pupils attained standards which were well above the national average. Because of the above average number of pupils achieving the higher Level 5 in the national tests, standards are also above average in comparison with schools of similar prior attainment at age seven. Standards in Year 2 are also above average overall in speaking and listening, reading and writing. In the National Curriculum tests for pupils at the end of Year 2, pupils reached standards that were well above the national average in reading and in line with the national average in writing. When compared to schools in similar circumstances, pupils attained above average standards in reading, but below average standards in writing. This underachievement in writing is now being quickly addressed by the school and the indications are that the results for 2005 will show that pupils are making good progress in relation to national expectations for their age. The inspection findings represent satisfactory improvement overall on the findings of the previous inspection.
46. Observation of lessons and analysis of work show that in Year 6 standards of writing are good. The most able children attain standards better than those expected for their age. They punctuate complex sentences accurately, and use a wide vocabulary to express their meanings precisely. Their spelling is not as accurate as expected; this is a reflection of gaps in teaching in the past. All pupils write confidently in a range of genres, for example in explaining how they made bread. In Year 2, standards in writing are satisfactory. Most pupils are writing to a standard in line with national expectations. They use basic punctuation accurately most of the time, and are beginning to use speech marks and complex sentences. The least able are working below the standards expected for their age group. This is partly because they do not have sufficient independent spelling strategies, which impacts on their confidence as writers. Presentation and handwriting are satisfactory, but pupils are not actively encouraged to take a real pride in their work. There is no evidence in planning that handwriting is taught consistently throughout the school.
47. Standards in reading are above average in Year 6. Pupils read a range of texts with confidence. They talk enthusiastically about their favourite books. Many can analyse a character's motives and predict what might happen in a story by relating it to stories they have read previously. The most able children read complex texts expressively. Analysis of pupils' reading in Year 2 shows that standards in reading are above average overall. However, pupils' knowledge of how letters work together to represent sounds is not as secure as it should be. This is because these sounds have not been systematically and effectively taught in previous years. This issue has already been recognised by the school and a stronger focus is now being placed on the teaching of letter sounds to the youngest infant pupils. All pupils enjoy the stories they hear and read in

their English lessons, because teachers choose the texts well and read them with expression. There is a good selection of fiction books in the classrooms. However, there is no evidence that all teachers actively encourage pupils to read widely, for example by regularly and frequently reading a range of exciting texts to them outside the literacy hour. This has a restrictive influence on pupils' achievement in reading.

48. Standards in speaking and listening are good throughout the school. Pupils of all ages speak clearly and generally listen well. Teachers give pupils plenty of opportunities to practise speaking and listening, but do not as yet specifically teach speaking and listening skills. However, teachers use drama well to help children understand the viewpoints and feelings of others and improve their own writing.
49. The quality of teaching and learning is good overall. In all the lessons seen, the teaching was at least satisfactory, and in half the lessons it was good or very good. Good lessons incorporate some very good aspects such as using information and communication technology and digital video. In the best lessons, teachers set challenging tasks that are clearly focused on helping pupils achieve the learning intentions. They help pupils understand how they will know whether they have been successful and give them opportunities to reflect on their own and other's achievement. Where teaching is less good, but nonetheless satisfactory, it is because teachers miss opportunities to fully stretch pupils to the full extent of their ability. Learning intentions are not clearly thought through, sometimes the tasks are too easy and opportunities are missed for pupils to write at length.
50. Teachers' planning is good overall. In the best lessons, teachers tell pupils what they are going to learn. However, when planning is less well thought through, teachers tell the pupils what they are going to do rather than what they are going to achieve. As a result, pupils are not able to judge how successful their learning has been at the end of the lesson. Teachers do not plan or teach spelling systematically throughout the school and this impacts negatively on the standards of writing.

51. Assessment and marking are satisfactory overall. Where marking is very good, as seen for the oldest junior pupils, the teachers' comments clearly indicate to pupils how they might improve. Where marking is less helpful, it is because it does not show pupils how they could do better. The setting of individual pupil targets is a good feature.

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52. Leadership and management of the subject are satisfactory overall. Policy documents have been revised and the pupil target books have been implemented effectively. A detailed evaluation of the subject has been undertaken for the governing body but this has not yet been followed up with the effective monitoring of pupil standards. Support for colleagues in the implementation of new initiatives has been limited and therefore, standards are not as high as they could be.

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Language and literacy across the curriculum

53. The development of language and literacy is effectively supported across most subjects of the curriculum. Oral skills are promoted well because of opportunities for discussion and evaluation in subjects such as art and design and technology. There are good links between English and information and communication technology as pupils use word-processing packages confidently, and edit and revise their writing. Research using the Internet promotes reading and information retrieval skills. Reading skills are also used to follow instructions in mathematics and science lessons, and to research topics in geography and history. Pupils apply their writing skills effectively in other subjects such as science and geography. This application of what has been learned in English lessons contributes to the generally good standards seen at the end of Year 6.

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MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- All pupils achieve well, and attain standards that are well above average in Year 6
- More able pupils receive a good level of challenge.
- A good emphasis is placed on practical and investigative work, which helps pupils' learning.
- Pupils enjoy mathematics lessons, and have very positive attitudes to the subject.
- Pupils apply their mathematical knowledge very effectively in other subjects
- Leadership and management of mathematics are very good because there is regular and effective monitoring of planning, teaching and pupils' work.

Commentary

54. Pupils throughout the school achieve well. Inspection findings confirm standards that are well above average by the time pupils are 11, and above average for seven year olds. This represents a very good level of improvement since the previous inspection, when standards were judged average. National test results show that when compared to all schools nationally, standards are well above the expected level. When compared with similar schools, pupils' attainment is above average at the end of Year 2 and well above average at the end of Year 6. The majority of pupils in Year 6 achieved the higher levels in the 2004 tests, indicating that in their mathematics lessons those of higher ability are given work that is well matched to their ability and that challenges them.
55. Throughout the infant stage, pupils build on their good achievements. They make good progress because of the effective teaching they receive. Teachers place a clear emphasis on practical and investigative work to assist pupils in their learning. This was effectively demonstrated in a Year 1 lesson in which pupils learned about subtraction by 'finding the difference' between two sets of counting apparatus and relating this to subtraction sums. They then composed questions for their partner to answer using what they had learned about number relationships. Work in books indicates that pupils have a good grasp of the properties of shapes, and measure accurately using standard and non-standard units.
56. By the end of Year 6, pupils have continued to achieve well, and in the present Year 6 standards are very good. Pupils show a very good understanding of number, and use and apply this knowledge to solve problems correctly. When working out problems in their heads they confidently describe methods they use to arrive at the answer. They work competently with six figure numbers and show a good understanding of mathematical terms such as 'symmetry',

'multiple' and 'product'. Pupils demonstrate a very good understanding of shape and space, and of weight and measures in both metric and imperial units. In data handling pupils have produced a variety of graphs and charts from information they have collected. Information and communication technology is well used in mathematics to support the development of data handling skills.

57. The quality of teaching and learning is good overall. Lessons are well planned with work at the correct level for pupils' ages and abilities. Pupils with special educational needs benefit from the practical activities and focused adult support by learning assistants. Displays of mathematical terms and other visual aids help the less able pupils to learn the correct terminology. The results of tests and assessments are carefully analysed to identify areas where teaching must concentrate more, and this is reflected in teachers' planning. In the best lessons, teachers explain the objectives clearly so that pupils understand what they are going to learn. Lessons are brisk and lively and keep pupils interested. The new computer-linked whiteboards are well used in mathematics lessons to support teachers' explanations of new work. The pupils respond very well to their teachers. They regularly have opportunities to work in pairs or groups and they do so enthusiastically, and support each other's learning. Older pupils are very willing to discuss the aspects of mathematics they find most interesting, such as problem solving, and the uses they have for mathematics in everyday life, such as budgeting their pocket money.
58. Leadership and management of the subject are very good. The co-ordinator regularly monitors teaching, teachers' planning and pupils' work, and provides extra training for colleagues. Planning for mathematics is very thorough and based on national guidelines, supplemented with additional features in line with the regularly updated school action plan for mathematics.

Mathematics across the curriculum

59. Pupils apply their mathematical skills very effectively in other curriculum areas. In history, they measure angles of Victorian buildings and complete an arithmetic test from a Victorian schoolbook. In geography and science, they produce charts and graphs, and in art they produce repeated patterns and apply their knowledge of symmetry when designing screen-prints.

SCIENCE

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils in Years 5 and 6 respond very well to mini learning cross-curricular projects and their achievement is good.
- A good emphasis is placed on investigative work and practical activity.

- Not all teachers make effective use of assessment information to match work to the ability of pupils.
- The monitoring of teaching and learning is not being used effectively to improve standards further.

Commentary

60. Inspection evidence confirms that standards are well above average for 11-year-olds with over a half on target to attain the higher Level 5 in this year's national tests. This judgement is supported by the results of the 2004 national tests where standards were well above average. When these results are compared with schools of similar prior attainment at age seven, they are also well above average. Teacher assessments for seven-year-olds in these national tests judge standards to be well above average. Inspection evidence confirms that the attainment of pupils in Year 2 is currently above average. When the results of the last three years are considered it can be seen that standards have steadily risen across the school. This represents good improvement on the findings of the previous inspection when standards were judged to be average for both seven and 11 year olds.
61. Teaching and learning are good overall. It is best for the oldest junior pupils in Years 5 to 6 and Year 2 where these pupils achieve well. This is because teaching is good for these pupils and a good emphasis is placed on investigative work and practical activity in lessons. Scrutiny of the work of the oldest junior pupils demonstrates that work is effectively planned to cater for the needs of the ability of all pupils. Work is suitably challenging and the open ended nature of tasks provides good opportunities for the most able to be extended. Teachers of pupils in Years 5 and 6 are trialling the teaching of 'mini learning' projects. These innovative blocks of teaching provide coherent links between science and other subjects. For instance, in the most recent of these on bread, the well-planned activities provided interesting opportunities for pupils to gain a good understanding of microbes through the work on yeast when making pizzas. Discussions with pupils confirm that they find this approach to learning very stimulating and full of interest.
62. Although good teaching was observed for pupils in a lesson for a class of pupils in Years 3 and 4, planning for these pupils overtime does not effectively cater for the needs of pupils of differing ability or age. Scrutiny of the pupils' work confirms that pupils in both Year 3 and Year 4 complete work at the same level. Tasks do not effectively cater for the progression of these pupils' scientific skills and abilities overtime resulting in some underachievement.
63. Assessment procedures are satisfactory overall. The quality of teachers' marking is satisfactory with the best being evident for the oldest juniors where teachers' comments are detailed and lead pupils into new learning. However, assessment information is not being effectively used to match tasks to the ability of pupils in some classes and there is yet no coherent link between the planned learning activities and the recording of pupils' achievements.
64. Leadership and management are satisfactory overall. The subject co-ordinator offers effective support and guidance to staff. However, the monitoring of teaching and learning is insufficiently rigorous. The co-ordinator has had very little recent opportunity to observe colleagues in lessons and, as a consequence, has not be able to fully influence the overall quality of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Pupils' achievement is good.
- The combined use of interactive whiteboards and computers provides an effective medium for teaching skills.
- Assessment information is not used effectively to plan for the pupils' next stages in learning.
- Good leadership of the subject is raising standards further.
- Teachers plan many opportunities to teach information and communication technology skills through other subjects.

Commentary

65. Judgements are based on the observation of some teaching, looking at and talking to pupils about their work and discussions with staff. Inspection evidence confirms that standards are in line with national expectations for seven-year-olds. Achievement is good across the school and, as a result, standards are above that expected by the time pupils are eleven. Improvement since the previous inspection is very good. This good level of achievement is evident because all teachers now make good use of computers to support learning in other subjects whilst teaching specific information and communication technology skills to their respective classes through the medium of interactive whiteboards. Pupils then follow up this teaching through individual practice on the computers.
66. The quality of teaching and learning is good. In a good lesson observed for pupils in a class for Year 5 and 6 pupils, effective step-by-step teaching ensured that these pupils quickly learnt new skills in the use of a complex spreadsheet. Further good teaching then provided these pupils with the necessary skills to interrogate this data through the use of a simple formula in different cells as part of a geography lesson. All teachers demonstrate good levels of subject knowledge overall and equipment is used with confidence to support pupils' learning in many subjects. All pupils gazed in wonder at the images being displayed on the interactive whiteboards instilling a sense of anticipation in them for when it would be their turn to practise the skills being taught.
67. Pupils' work is effectively stored on the school network to create an effective portfolio of their work year on year. However, there is no coherent structure to the assessment of pupils' progress overtime. This limits the ability of teachers to plan work that is carefully matched to the ability of pupils. The subject co-ordinator has recognised this weakness and has identified it as a top priority for improvement.
68. Leadership and management are good overall. Good levels of support are provided to colleagues. The co-ordinator's own level of competence is very good. However, the monitoring of teaching and learning is limited to the observation of some teaching and compilation of a portfolio of pupils' work across the school.

Information and communication technology across the curriculum

69. The use of information and communication technology is playing a significant part in the effective teaching of several other subjects. For instance, graphics programs are used effectively to develop the pupils' creative skills in art and design. Good opportunities are provided for junior pupils to use word processing to redraft their poems, write stories and record their individual research from books or the Internet. Other exciting activities include the effective use of digital video to develop the pupils' literacy skills and the building of programmable robots as part of their work in design and technology. Further examples include the use of spreadsheets in mathematics, science and geography.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Lessons effectively support pupils' spiritual, moral and social development
- Insufficient use is made of visits and visitors to the school to deepen the pupils' understanding of other faiths.
- Monitoring of teaching and learning is at an early stage of development.

Commentary

70. Overall, standards at the end of both key stages are in line with the expectations of the locally agreed syllabus and pupils' achievement is satisfactory. These judgements are based on the analysis of pupils' work, observation of some teaching, talking to staff and pupils and a review of the limited number of displays around the school.
71. Teaching and learning are satisfactory overall. In the one lesson seen for a class of pupils in Years 5 and 6, teaching was satisfactory. Although the learning intentions were not fully explained to the pupils in this lesson, its content successfully illustrated the key point that the same story can be seen from a completely different perspective. The content of this lesson challenged the pupils' thinking in readiness for further work later this term on looking at the different versions of the Nativity within the Bible. Scrutiny of pupils' work and a review of the subject portfolio confirms that teaching and learning effectively support the development of the pupils' spiritual, moral and social skills in all classes. A good focus is placed on important aspects of Christianity through lessons and visits to the local church provide a satisfactory foundation from which to develop the pupils' knowledge and understanding of the Christian faith.
72. Sufficient attention is paid to learning about the other nominated faiths within the locally agreed syllabus. However, teachers make very little use of visits to places of worship or visitors to the school from these faiths to deepen pupils understanding of religious issues.
73. Leadership and management are satisfactory overall. The co-ordinator has made a good start in monitoring teaching and learning. She has observed some lessons

throughout the school and the information gathered is being incorporated in her plan for subject improvement. A satisfactory portfolio of pupils' work has also been created to exemplify the level of work being attained and matched against the expectations of the locally agreed syllabus.

Geography and History

74. There was insufficient evidence to make a judgement on provision or standards. During the inspection, only one history and one geography lesson were seen. In both of these lessons the teaching was good, with some very good aspects. A scrutiny of work showed that pupils make good progress in both subjects. Teachers enable pupils to acquire a good range of knowledge but sometimes do not focus enough on helping pupils develop the skills of historical and geographical enquiry. The school provides exciting opportunities for learning, for example through visiting experts and role-play. The older pupils use information and communication technology skills well to reinforce and extend learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Good teaching helps pupils to develop techniques and skills to improve their competence.
- Pupils who are gifted in art are given suitably challenging activities to further develop their skills.
- Pupils evaluate their own and other's art well.
- The work of established artists is well used as a starting point for pupils' own art.
- The use of sketchbooks is inconsistent.
- Good use is made of information and communication technology.

Commentary

75. Standards at the end of Year 2 and Year 6 are good when compared with those seen nationally and achievement is good overall across the school. This represents an improvement since the last inspection, when standards were average. Pupils with special educational needs and those of very high ability achieve well because tasks are modified according to their needs.
76. The school provides a well-balanced curriculum that covers all the elements of the National Curriculum for art. Pupils have a range of experience including study of the work of established artists, such as the French Impressionists. Pupils in Year 1 produced some high quality papier mâché bowls decorated in the style of Matisse after studying and evaluating his work. Teaching and learning are good overall. Pupils are encouraged to make their own choices and to investigate a variety of materials and processes from an early stage. For instance, pupils in Years 5 and 6 decide which papers and quality of pencil or charcoal to use, and thus learn to select the best way to achieve the effect they want. There is good direct teaching of skills and techniques; for example, in a Year 6 drawing lesson pupils were shown how shadows can help to define shape, and as a result produced work of good quality and which they were proud of.
77. Pupils evaluate their work thoughtfully, and offer supportive comments about their classmates' pieces. Careful questioning by the teacher helps them to express what they want to say and enhances their vocabulary. This supports speaking and listening skills well. Sketchbooks are not consistently used in all classes, but where they are used well they provide teachers with a useful way of monitoring progress and the development of skills and understanding. Teachers then have a clear idea of what pupils can already do well, and can plan activities that extend existing skills.

78. Resources for art are good, and the subject is well led and managed. A range of examples of the work of established artists is available including the art of other cultures, which supports pupils' social and cultural development. Information and communication technology is used well in the teaching of art.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Good teaching of the oldest infants provides a strong foundation for good pupil achievement.
- Planning is not always linked effectively to the assessment of pupils' skills in the juniors.
- Teachers plan effective links with other subjects.

Commentary

79. Standards are above average by the time pupils are 11 and achievement is good overall. Judgements are based on the review of pupils' work, talking to pupils and staff and the observation of two lessons. All aspects of the subject are covered effectively and a strong emphasis is placed on the components of planning, making and evaluation. This is confirmed by the high standard of work being achieved by the oldest junior pupils and represents satisfactory improvement since the previous inspection.
80. The quality of teaching and learning is good overall with some very good teaching observed for pupils in Year 2 based on the design of a repeated pattern textile as part of a class project on the Caribbean. Other teachers also make effective links with other subjects such as art and information and communication technology. Planning on the whole is thorough and drawn from national guidance. However, sometimes the planning for classes of pupils in Years 3 and 4 does not always effectively take into account the different levels of ability of these pupils. This is because there are no effective assessment procedures in place to guide teachers and record the progress of pupils.
81. Leadership and management of the subject are satisfactory. The subject co-ordinator has worked hard to ensure that a good range of resources is in place to support lessons. There has been no direct monitoring of teaching and learning. However, the portfolio of pupils' work provides a useful starting point for monitoring and self-evaluation of the subject and the good standards being achieved.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils' achievement is good overall.
- A new teaching programme is helping to improve pupils' learning.
- Pupils have good opportunities to learn to play a range of musical instruments.
- Information and communication technology is under-used at present.

Commentary

82. Good teaching has led to good improvement since the last inspection. By the age of seven, pupils attain satisfactory standards. They sing well and have a satisfactory sense of rhythm, pulse and pitch. By the end of Year 6 pupils attain standards that are above those expected for pupils of a similar age. Pupils demonstrate confidence and maturity in their performing and composing skills. The recently introduced, well-structured scheme of work covers all elements of the National Curriculum. It is proving to be a good resource because it provides good support and guidance for non-specialist teachers.
83. Throughout the school, pupils respond well to music, listen carefully and are good at taking turns. They evaluate their own and others' performances thoughtfully. The quality of singing in assembly sometimes lacks energy, but on the whole it is tuneful and pupils show sensitivity to mood and pitch. Pupils respond well to the challenges offered to them in their lessons. In an ambitious and successful lesson in an older junior class, pupils produced effective chants, which they turned into musical rounds, adding percussion accompaniment. This achieved a very good musical effect. The school offers a good range of instrumental teaching, including opportunities to learn to play the violin, flute, guitar, cello and clarinet as well the recorder. Additionally, a choral group contributes to school performances and celebrations. These opportunities further enhance the music provision available.
84. The subject is led and managed satisfactorily. Resources for music are good, and a suitable range of instruments and recorded music from other cultures is available. At the present time, information and communication technology is under-used in the teaching of music. The co-ordinator plans to address this following the arrival of the new computers.

Physical education

85. No overall judgement can be made on provision. Judgements are based on the observation of one very good dance lesson for a class of Year 5 and Year 6 pupils and the observation of two short excerpts from gymnastics lessons for infant and junior pupils. From this limited evidence it can be seen that teachers place a good emphasis on the teaching of skills within a range of sports and physical activities. Also, the new school hall now provides a very good facility for teaching a range of activities both in and outside of lesson time. This represents significant improvement on the findings of the previous inspection. However, poor acoustics sometimes makes communication difficult between teacher and pupils. Provision for swimming is satisfactory and most pupils are able to swim 25 metres by the age of eleven. A good range of extra activities and an annual 'Sports Week' effectively support pupils' learning.
86. The subject co-ordinator is providing satisfactory leadership overall and has worked hard to ensure that a wide range of activities are made available to pupils. As a result, the school has achieved a nationally recognised award in recognition of the quality of sport provision made available to all pupils. The monitoring of teaching and learning has been limited.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The school has Active Mark Gold and Healthy Schools awards.
- The school works hard to make all pupils feel special and valued.

Commentary

87. During the inspection only one lesson was seen. Based on evidence from this, and on analysis of work in books and of displays around the school, provision for personal, social and health education is good. A particular strength is the school's use of "ARC" boards, used to anticipate, reflect on and celebrate work in school and personal achievements. This approach is instrumental in ensuring that all pupils in the school feel special and impacts positively on their personal development. It works best when the reflective element is strong, because this enables pupils to understand why their achievements are important.
88. The pupils' social development is well fostered by the school, through, in particular, the school council, which meets regularly and has a real impact on decision-making. Older pupils are also encouraged to take extra responsibility by staffing the office at lunchtimes and acting as "buddies" to younger children at playtime. Pupils' awareness of the importance of keeping healthy is developed through specific topics and through a healthy eating initiative; for example, younger children are provided with fruit at break times.
89. Leadership and management of this curriculum area are satisfactory, because the co-ordinator is fairly new to the role and is still at the early stages of developing the subject. She has made a good start by reviewing and renewing resources.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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