

INSPECTION REPORT

Ringmer Primary School

Ringmer

LEA area: East Sussex

Unique reference number: 114415

Headteacher: Mr Simon Giddey

Lead inspector: Ms Kathryn Taylor

Dates of inspection: 8th - 10th November 2004

Inspection number: 267564

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	214
School address:	Harrison lane Ringmer Near Lewes East Sussex
Postcode:	BN8 5LL
Telephone number:	01273 812463
Fax number:	01273 814796
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Averil Garritt
Date of previous inspection:	January 1999

CHARACTERISTICS OF THE SCHOOL

Ringmer Primary School is an average sized school, currently with 214 boys and girls aged between four and 11. The number on roll is set to increase throughout the year when additional pupils start full time in the reception classes. Pupils' attainment when they join reception is overall above that usually found. Almost all pupils attending the school are white and none of the pupils currently attending learns English as an additional language. The proportion of pupils identified as having special educational needs is below that found nationally. Eleven pupils are currently on the higher stages of the Code of Practice, including two pupils who have a Statement of Special Educational Need. Pupils' particular needs relate to their physical needs, learning, speech and communication, autism and behavioural needs. The social and economic backgrounds of pupils are largely favourable. The proportion of pupils entitled to free school meals is below the national average. Pupil mobility is fairly low, but it is higher in Years 3 to 6 than lower down the school. The school has been receiving fairly intensive support from the local education authority for the past four terms in order to help it to improve its effectiveness. The school has recently been awarded the Active Mark Gold Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22424	Kathryn Taylor	Lead inspector	Foundation Stage Religious Education
32698	Steven Barker	Lay inspector	
34175	Sara El-Hassani	Team inspector	Science Art and design Design and technology Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ringmer Primary School provides a happy, safe and secure environment for pupils. It is an improving school that provides a satisfactory standard of education. The governors, senior managers and staff have made some good improvements in the last few terms, but are also aware that they have much still to do to raise standards, especially those in writing. Value for money is satisfactory.

The school's main strengths and weaknesses are:

- Good systems of self-evaluation are increasing the school's effectiveness and its ability to plan for continual improvement.
- Governors play a central role in school improvement.
- The good, improved provision in the Foundation Stage provides children with a good start to their education.
- Pupils generally attain good standards in reading and in speaking and listening.
- Standards in writing are still too low.
- The school is not making enough use of data analysis, marking and the assessment of pupils' work to improve learning further.
- Pupils' attitudes to school and relationships are good and their attendance and punctuality are very good.
- The school does not have a clear and consistent strategy for dealing with unsatisfactory behaviour.
- The school has established good links with parents, the community and other schools.

The school has made satisfactory progress since its last inspection in 1998. The key issues for improvement have been given appropriate attention and there have been improvements in teaching, the curriculum and standards of care. As the school has experienced difficulties in the past, it has been receiving additional support. This has helped to strengthen the school and led to a faster rate of improvement in the more recent past. The headteacher, staff and governors have put in place good systems to help raise standards, which are beginning to make an impact.

STANDARDS ACHIEVED

Children in the Foundation Stage (reception classes) achieve well. Pupils in Years 1 to 6 achieve satisfactorily. When children start school their overall standards are good. Children achieve well in all areas of learning during their first year at school so that almost all children will achieve the expected standard by the time they join Year 1, and a good proportion are on course to exceed them. Pupils in Years 1 to 6 have good skills in speaking, listening and reading. Standards in English, mathematics and science are improving steadily as pupils move up through the school. In the past, however, pupils' progress has been uneven. This has resulted in standards by the age of 11 being lower than pupils at this school are capable of achieving. The school has been working determinedly to rectify this. Some success is clearly evident in both science and mathematics, but standards in writing remain too low, especially in Years 3 to 6.

The table below shows that in 2004 test results at age 11 in mathematics were in line with those found in schools nationally and science results were well above national results. English test results were, however, well below those found nationally. Pupils' performance in writing depresses overall English standards. The table also shows that pupils in Year 6 in

2004 made well above average progress in science, average progress in mathematics and well below average progress in English during their time from Years 3 to 6. In the writing and mathematics tests at the age of seven overall standards were above the national average and in reading were well above the national average. For the first time in a number of years, the school's results at age seven also compared well with those in similar schools.

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar school comparisons relate to the amount of overall progress pupils made between Year 2 to Year 6. This is compared with other schools that have a similar number of pupils entitled to free school meals.

Standards in information and communication technology (ICT) have improved since the last inspection and meet national expectations. Standards in all other subjects inspected are line with those expected at the ages of seven and 11.

The school promotes pupils' spiritual, moral, social and cultural development well. Pupils develop good attitudes to learning. Behaviour is satisfactory overall.

Although many pupils behave well, a small but significant minority of pupils, mainly boys, sometimes do not behave as well as they should. Relationships are good amongst boys and girls, between older and younger pupils and with staff. Attendance levels and punctuality are very good.

QUALITY OF EDUCATION

The school provides a satisfactory standard of education. Teaching and learning are satisfactory overall and are good in reception. The curriculum is satisfactory and extra-curricular activities are good. Reception teachers and the support staff work very well together to meet pupils' needs and to extend children's learning. Teachers in Years 1 to 6 have the skills to teach effectively and there is some good teaching, but also some unsatisfactory teaching. Key areas for improvement here relate to behaviour management and providing pupils with precise information about what they need to do to improve. The school makes good use of visits, visitors and after-school activities to support and extend pupils' learning. All staff ensure that pupils are very well cared for and are safe at school. The school works well with parents, with other schools and the community. Parents support their children's learning and the school well.

LEADERSHIP AND MANAGEMENT

The headteacher's and senior managers' leadership and management are satisfactory. Governance is good. The headteacher and senior managers have been working determinedly to improve their own effectiveness and that of the school, as well as to ensure that they provide a clear direction and agenda for improvement. Staff with subject and management responsibilities lead and manage their work satisfactorily and are increasingly making a good contribution to whole school improvements. The governors are very involved in the school and support it well. They also provide a high level of challenge to the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are largely happy with the school and like many things about it. Most feel that their children are getting on well. They are happy with the standards that their children attain and the quality of teaching. They feel well informed and appreciate the way the staff care for pupils and provide lots of out-of-school activities. Some parents would like

more regular information about what is taught and about teaching methods, especially those in mathematics. Pupils enjoy coming to school. They say they find staff and other pupils friendly. They enjoy most lessons, especially those in science, art and design, design and technology and physical education. They like and trust their teachers and the support staff. Pupils have a reasonable sense of what they do well, but do not have a strong understanding of precisely what they need to do to improve.

IMPROVEMENTS NEEDED

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

- continue to develop and strengthen the teaching and learning in order to raise standards further, especially those in writing;
- improve the use of data, marking and assessment in order to ensure that senior managers and staff know precisely what they and the pupils need to do to improve;
- improve pupils' behaviour and staff's skills in managing unsatisfactory behaviour.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve **satisfactorily** during their time in the school. Attainment in English, mathematics and science at the age of seven **exceeds** that expected and at age 11 **meets** that expected.

Main strengths and weaknesses

- Writing standards are still too low.
- Children in reception achieve well.
- Standards in English, mathematics and science exceed national expectations by the age of seven.
- Pupils throughout the school have good skills in speaking and most listen well.
- Historically pupils have not made enough progress during their time at the school, but achievement is now more even and standards have begun to rise.
- ICT and science standards have improved well at both key stages since the last inspection.

Commentary

1. Most children now starting school have good skills in speaking and listening and good social skills. There are a fair proportion of children who show good levels of attainment on entry to school. Overall standards on entry to school are above those usually found. Children achieve well across all areas of learning during their time in reception so that almost all are on course to attain standards that at least meet the expectations of the Early Learning Goals by the end of the year. The majority of older children, those who therefore attend school full time from September, are on course to exceed the expected levels by the time they join Year 1.
2. Pupils throughout Years 1 to 6 have good speaking skills and most are good listeners. Standards in reading, writing and mathematics at age seven are above national standards, as the tables below show. Standards are better at age seven than those at age 11 and there are a number of factors that contribute to this. Firstly, not all pupils taking the tests in Year 6 have spent all of their time in this school. This lowers overall standards, as an analysis of pupil mobility in the current Year 6 classes clearly shows. Furthermore, the process of school moderated self-review that was carried out 18 months ago identified pupil underachievement, particularly in Years 3 to 6. Although the school is working to address weaknesses identified then with some success, there is still much that needs to be done to raise standards, especially those in writing. Weaknesses in pupils' writing skills depress overall English standards by the age of 11.
3. At the present time in Years 1 to 6 pupils of all prior attainments, including those with special educational needs, are achieving satisfactorily. Senior managers, staff and governors are acutely aware that standards in the upper school remain below those that pupils are capable of achieving and are working determinedly to improve them. The school's intensive work last year on raising the standards that higher attaining pupils achieve at age seven, as well as improving mathematics standards across the

school, has been particularly effective. The current emphasis on improving the quality of pupils' writing in all classes is also beginning to have a positive impact on raising standards.

4. Standards in science have improved well in recent years. They are above national expectations at age seven and are in line with expectations in the current Year 6 classes. Standards in the current Year 6 classes are lower than test results at age 11 in the past few years. However, standards are likely to improve throughout the year as a result of the good provision in Year 6. Standards in ICT have improved well since the last inspection and are now in line with what is expected at the ages of seven and 11. In all other subjects inspected pupils' attainment is in line with national expectations by the ages of seven and 11, and pupils achieve satisfactorily.
5. Inspection evidence did not highlight any difference in the current rates of progress being made by pupils of different ability or pupils with special educational needs. However, the school is aware that it has not done enough in the past to track individual pupils' progress and has recently put systems into place. The inspection process also highlighted that the school has not done enough to analyse trends in boys' and girls' performance and those pertaining to pupils from different social backgrounds.

Key Stage 1

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

Standards in:	School results	National results
reading	17.4 (18.0)	15.8 (15.7)
writing	15.4 (15.3)	14.6 (14.6)
mathematics	16.9 (16.9)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2

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

Standards in:	School results	National results
English	24.7 (26.2)	26.9 (26.8)
mathematics	27.2 (26.8)	27.0 (26.8)
science	29.6 (29.1)	28.6 (28.6)

There were 31 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils develop **good** attitudes to learning. Attendance and punctuality are **very good** and behaviour is **satisfactory**. Pupils' spiritual, moral, social and cultural development is fostered **well**.

Main strengths and weaknesses

- Pupils attend regularly and enjoy taking part in lessons, outings and after-school activities.
- Pupils develop good relationships with each other and with adults.
- Many pupils behave well, but the school does not have robust procedures to deal with unsatisfactory behaviour.
- The school promotes pupils' social development particularly well.

Commentary

6. Attendance levels are very good, as the table below shows. Pupils arrive at school punctually and enthusiastically. The school promotes good attendance and punctuality at every opportunity and rightly discourages parents and carers from taking their children out of school for holidays in term time. Absence that occurs is due to short-term childhood illness.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.6	School data:	0.3
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.

7. Pupils are eager to come to school and teachers provide good opportunities for pupils to bring their individual views and experiences to their work and activities. Some of the older children commented very positively on this. The wide range of well attended, after-school clubs and extra-curricular activities also contributes greatly to developing pupils' interests, social skills and confidence. Pupils with special educational needs develop positive attitudes to school and usually show pride in their work. Their classmates are generally kind and respectful towards them and willing to help.
8. The school fosters good relationships. A very good start is made in reception. This is continued throughout the school. As a result pupils of different ages get on very well with each other, take care of one other and are confident with adults. Older children know the younger children well and take good care of them. Parents at the meeting also commented positively about this. Teaching ensures that pupils are able to collaborate in lessons and equipment bought for the playground encourages children to play co-operatively. Pupils usually show concern for each other's feelings and say that, if bullying does occur, it is dealt with very promptly. Pupils are polite and confident with visitors, offering to help and guide them around the school.
9. Behaviour is sometimes good, both in classes and around the school. Staff use rewards to encourage positive behaviour and many children find this motivates them. However, there are a small but significant number of pupils, mostly boys, who misbehave in lessons and when moving around the school. This disrupts their learning and that of other children. The school does not have robust enough procedures to tackle misbehaviour. Furthermore, teachers do not always know how best to stop it and they sometimes allow such behaviour to continue for too long. There were several exclusions last year as the table below shows. All of these related to one pupil and the exclusions were an appropriate sanction.

Exclusions

Ethnic background of pupils

<i>Categories used in the Annual School Census</i>
White – British
White – any other White background
Mixed – White and Black African
No ethnic group recorded

Exclusions in the last school year

<i>No of pupils on roll</i>	<i>Number of fixed period exclusions</i>	<i>Number of permanent exclusions</i>
187	6	0
2	0	0
1	0	0
3	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. Pupils' spiritual, moral and cultural development is promoted well. Subjects such as history, geography and religious education as well as thoughtful and relevant assemblies make a valuable contribution to pupils' understanding of moral and spiritual principles. A series of assemblies about Remembrance Day, for example, encouraged all pupils to reflect on the sadness of war. It also led Year 5 and 6 pupils to think about their history work from a different perspective. Their previously written poems from the point of view of an evacuee showed great empathy for the plight of others. The school ensures that pupils have rich cultural experiences and learn about other cultures as well as their own.
11. Pupils' social development is promoted particularly well so that they develop a very good understanding of themselves as members of the school and wider community. The school council contributes very well in this regard. A good example is when the school council said that cloakrooms needed to be better organised, one girl drew up a plan which she confidently presented in an assembly. From reception children take on jobs such as taking the register to the office. Older pupils are given additional responsibility as monitors, which they enjoy and carry out very well. Pupils contribute to the local community, for example when they sing at the parish church and help at an old people's home. They are encouraged to think about others and to raise money for charities. Pupils' very positive attitudes to school and the good provision for their personal development have been maintained since the last inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory**. The curriculum is **satisfactory** and curricular enrichment is **good**. The school provides **very good** levels of care. Support is **satisfactory**. Links with parents, the community and other schools are **good**.

Teaching and learning

Teaching, learning and assessment are **satisfactory**.

Main strengths and weaknesses

- Teaching and learning in the reception classes are consistently good or very good.
- The staff in Year 1 are working very well with reception staff so that they can build effectively on what children have previously learned.
- There is some good and better teaching in almost all classes in Years 1 to 6.
- The good support, advice and training being provided are helping to strengthen teaching and learning and systems of school self-evaluation.
- A minority of pupils' behaviour impacts negatively on the overall quality of teaching and learning in a number of lessons in Years 1 to 6.
- In a few lessons teachers talked for far too long and pupils then did not have enough time to complete their own work.
- Assessment is being used particularly well in reception and Year 1, but elsewhere needs further development to help pupils learn at a faster rate.

Commentary

12. The quality of teaching is more consistent now than it was at the time of the last inspection. This is also in keeping with parents' views, expressed at the meeting and during the inspection. Teaching and learning seen in the reception classes were always at least good and often very good. Teachers and support staff work very well together and with parents. This establishes children's very positive attitudes to school and learning and very good routines. Teaching is lively and vibrant and teaching methods meet individual children's needs very well, including a very small minority of children who have special educational needs. Good attention is given to each area of learning and the links between these. Children's progress is regularly assessed and staff are building on this well when planning future work. The teacher in Year 1 is working closely with reception staff. This ensures that teaching here builds on children's previous experience in reception. This is especially important given that some children have previously only attended school full time for one term before joining Year 1. The Year 1 teacher and support staff are also making very good use of the Foundation Stage profiles to ensure that all children are provided with work that is well matched to their prior attainment.
13. Across Years 1 to 6 teaching and learning in all subjects inspected are satisfactory overall. This represents a positive improvement since the time when the school was identified as needing additional external support. Key strengths are that teachers have at least secure knowledge of subjects and are usually well prepared so that lessons get off to a good start. Lessons have a clear structure and teachers routinely explain to their pupils what they are expected to learn. All staff develop good relationships with their pupils.
14. The most important weaknesses in teaching occur when staff experience difficulty in managing a minority of pupils' inappropriate behaviour and when teachers talk for too long and pupils then do not have enough time to learn from their own work. These weaknesses sometimes detracted from what was otherwise good teaching and were the main reasons why in four lessons seen (all in different classes) teaching and learning were unsatisfactory. A further element of two unsatisfactory lessons was that teachers were unclear about the best way to get across the lesson's main learning objectives. This indicates that teachers needed to give more attention to planning and thinking plans through before the lesson.
15. In Years 1 to 6 examples of good and occasionally very good teaching were seen in most subjects inspected and in lessons in almost all classes. What often made pupils learn well was that teaching was lively and interesting and teachers made pupils stay on task. Teachers achieved a good balance between pupils learning from teacher input and demonstration and providing opportunities for pupils to work independently or with their classmates.
16. Teaching assistants usually make a positive contribution to pupils' learning, but occasionally teachers could make better use of them in lessons. They provide some additional out-of-class teaching for certain groups of pupils. In lessons they support pupils with special educational needs, including a minority of pupils who have a Statement of Special Educational Need, satisfactorily. They often sit close to pupils to provide extra explanations and to help pupils to keep concentrating.
17. The school has in the fairly recent past established effective systems for regularly

checking individual pupils' attainment and progress across all subjects. The information gained from this is appropriately used to support teaching and to identify which pupils might benefit from additional special needs support, from catch-up provision and booster classes. Staff and governors now analyse statutory and optional test results in English, mathematics and science in order to identify how well pupils progress across the different classes. Key weaknesses in pupils' attainments are being fed back into whole-school curriculum planning. Inspectors judged homework to be satisfactory. Although some parents expressed dissatisfaction with homework, both at the time of the last inspection and in the questionnaire completed at the end of the summer term, those at the meeting noted significant improvements in the consistency of homework this term.

18. In the reception and Year 1 classes good day-to-day assessment is an integral part of the teaching and learning process and teaching assistants make a particularly good contribution in this area. In Years 2 to 6 some good practice is developing, especially in Years 5 and 6, and teachers keep a satisfactory overview of pupils' progress. Teachers broadly differentiate tasks and vary the amount of support they give different groups of pupils. Nevertheless, there is much work still to do in this area, because staff and pupils do not have really precise information about exactly what skills all pupils need to improve in order to get to the next stage of learning. Developing assessment and individual target setting, as well as involving pupils more in setting targets and reviewing them, is rightly identified as a current whole school priority. Pupils' work is marked regularly and this is done well in a few classes. However, in general there are missed opportunities to provide critical feedback to pupils through marking so that learning is more effective and to encourage pupils to correct their mistakes through further practice.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5 (13%)	14 (38%)	14 (38%)	4 (11%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The curriculum is **satisfactory** and curricular enrichment is **good**. The accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The Foundation Stage provision is good.
- The curriculum in Years 1 to 6 is improving well and increasingly good links are being made between subjects.
- Extra-curricular activities enrich the curriculum well and very well in physical education.
- The curriculum in each phase prepares pupils well for the next stage in their education.

Commentary

19. The curriculum in reception is good. Children attending full time and part time have full access to a broad, interesting curriculum that addresses all six areas of learning well. Staff in reception and Year 1 are also working very well together to ensure that the transition from reception to the Year 1 curriculum is managed well.
20. In Years 1 to 6 all pupils have equal access to a curriculum that meets statutory requirements to teach the National Curriculum and religious education. Enough teaching time is given to all the subjects, which is an improvement since the last inspection. Curriculum development suffered when the school went through a difficult period but, with good external support and that from governors, the headteacher and staff have begun to address rigorously many of the weaknesses. Standards have started to rise as the improved policies and practices begin to make an impact, for example in mathematics. The current focus on extending links between ICT and other subjects and on developing pupils' writing across subjects is progressing well and is helping to raise standards.
21. Curricular enrichment is good. Pupils and parents also say how much they appreciate this aspect of the school. In all year groups staff use educational visits and visitors well to enhance the curriculum and promote pupils' interests. Reception and Year 1 pupils, for example, recently visited Eastbourne Beach, those in Year 2 visited Friston Forest and pupils in Year 6 went to the British Museum. Recent visitors to school have included the school nurse, villagers with interesting jobs to talk about and a local member of the Hindu community. Arts provision is good. Provision for sporting activities is very good and this has contributed to the school meeting the standards of the Active Mark Gold Award. Out-of-school clubs are enthusiastically attended by many of the older pupils. In recent times these have included football, netball, basketball, athletics, computing, drama, music, art and karate. Parents feel, and inspectors agree that pupils are well prepared for secondary school due to the school's good links with the local high school. Particularly strong features are the 'bridging' work which is set for pupils, the taster days and master class programme.
22. Pupils with special educational needs are satisfactorily provided for. Teachers write satisfactory individual education plans which help to ensure these pupils receive an appropriately modified curriculum. The progress made by pupils with Statements of Special Educational Need is also regularly reviewed.
23. There are enough suitably trained teachers and support staff. The accommodation and resources in the reception and Year 1 are very good which enhance learning very well. Children benefit from shared use of large additional spaces both indoors and outdoors. In Years 1 to 6 resources are satisfactory, except that outdated atlases need replacing. The satisfactory accommodation includes two well-stocked libraries and a good computer suite. Staff and governors have worked very hard to improve the accommodation in recent times, especially that in the reception classes. All staff use displays well to make the school bright and attractive, which enhances the learning environment.

Care, support and guidance

Procedures to ensure children's care, welfare and safety are **very good** and the steps taken to involve children in the work and development of the school are **good**. The school provides **satisfactory** support, advice and guidance for pupils.

Main strengths and weaknesses

- Staff know all pupils extremely well and this leads to close relationships and a caring ethos in the school.
- Pupils' views are sought, valued and acted upon.
- Strong links with partner schools ensure a smooth transition into school and on to secondary school.
- Good induction procedures ensure that children settle happily into the routines of school.
- The school's art therapist provides very good support to some of the most vulnerable pupils.

Commentary

24. Provision has improved well since the last inspection. Staff consistently demonstrate a high level of concern for the care and welfare of pupils in the school. Parents attending the pre-inspection meeting said that they particularly appreciate this aspect of the school. The strong relationships that exist between staff and pupils enable children to quickly settle into school and to gain in confidence and self-esteem as they move through the school. Pupils trust the staff and feel confident in approaching them with a problem should the need arise. Discussions with pupils shows that they feel valued and have a genuine appreciation that the school cares very well for them.
25. Pupils know they have a voice in the school. There are a number of formal and informal procedures in place to ask pupils for their views on a variety of issues and these are increasingly used to shape the life and future of the school. The school has recently developed its own pupil questionnaires, carefully and individually designed for pupils of different ages. Responses are being analysed by school governors and the school's actions on their responses will be communicated to pupils through the effective school and class councils. The school council takes a strong lead in negotiating school rules.
26. Good induction procedures ensure that children and their parents know the school well by the time they enter reception class. The school offers children a variety of formal and informal opportunities to visit the school in the year before they start in reception. Nursery schools and playgroups are invited to school performances. The school also has a good induction programme that involves children visiting with their nursery school and with parents. Parents also visit on their own and children spend several sessions in school in the summer term before they start school. The effective links that the school has with partner schools ensure that pupils move on to their secondary school without disruption to their learning or their happiness.
27. The school effectively uses external agencies to enhance its care and support for pupils with special educational needs and for some of its more vulnerable pupils. The work of the visiting art therapist provides good support to several pupils, including some who are at risk of becoming disaffected.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents. Links with the community and with other schools and colleges are **good** and these have a positive impact on children's learning and personal development.

Main strengths and weaknesses

- Parents value what the school provides for their children.
- Progress reports provide parents with good quality information.
- Some parents would like more information about the curriculum and about how some subjects are taught.
- Links with local people and organisations create a strong sense of community within the school.

Commentary

28. The school works well in partnership with parents and carers and this enables them to make a good contribution to their children's learning. Parents receive regular, good quality information from the school. Progress reports provide parents and carers with good information. They also reinforce the school's high expectations of attendance and punctuality and provide pupils and their parents and carers with some guidance on what steps they need to take to improve their learning. Inspectors support some parents' views that it would be beneficial to receive more regular information about the curriculum and about teaching methods. This would help to inform parents about how they can support their children better. The school keeps the parents of pupils with special educational needs well informed to ensure that they can contribute to their children's learning. Parents receive regular and detailed information about their children's progress and are involved in pupils' termly reviews.
29. Parents and carers are encouraged to take an active role in their children's learning. Children receiving music tuition before school, for example, bring their parents to the lessons. The school also benefits from a significant number of parents regularly volunteering to help in school, in classrooms, accompanying pupils on school trips and sharing skills and experience during arts week. Parents working in the fire, police and nursing services also come into school to talk about their jobs. There is a thriving and supportive parent teacher association.
30. The school actively promotes community life and, through a variety of events and activities, instils in pupils the benefits, responsibilities and traditions of village life. The annual May Day event enables pupils to share local ancient traditions with their families and the wider community and provides useful links to the taught curriculum. The school's creative use of its links with a homeless shelter in Hove, which benefits from the proceeds of the Harvest Festival collection, makes a significant contribution to pupils' sense of social responsibility and to their personal development. The school's links with other schools are many and varied and make a strong contribution to the curriculum and pupils' participation in sports.

LEADERSHIP AND MANAGEMENT

The leadership and management provided by the headteacher and key staff are **satisfactory**. Governance is **good**.

Main strengths and weaknesses

- The governors provide rigorous support and challenge to the school.
- As a result of an effective self-review programme, this is an improving school.
- The strategic role of the subject leader is still being developed.
- Mathematics, ICT and the Foundation Stage are well led and managed.
- Approaches to financial management are good.
- The school has benefited from the good, regular support of a consultant headteacher.

Commentary

31. In October 2002, the school volunteered to take part in a pilot scheme of school moderated self-review with the local education authority. This process commenced in the Spring term 2003 and, due to the issues identified at that time the school has received a wide range of support, including that of a consultant headteacher. Under her guidance, the headteacher developed a clearer understanding of what the school needed to do to improve. He has worked hard to implement better systems for monitoring and evaluation throughout school and to involve all staff in focusing on school improvement.
32. The governing body has contributed significantly to school improvement. Although a number of the current governors are recently appointed, the chair of governors has provided them with very clear guidance and direction in developing their strategic role. She has been instrumental in helping to drive forward the agenda for school improvement. All governors have responsibility for a particular subject area and they are directly involved in monitoring and evaluating the quality of educational provision in that area. They regularly conduct lesson observations and produce a report that is shared with all staff and governors. Areas for development are built into the school improvement planning process.
33. The school has benefited significantly since governors determined to appoint a deputy headteacher in January 2003. The deputy head provides very good support to the headteacher and her appointment has helped to strengthen the senior management team. Senior managers have since worked well to support teachers in contributing to school improvement.
34. Their key area for development has recently been to extend the role of subject leaders. Subject leadership is now satisfactory and mathematics, ICT and the Foundation Stage are well led and managed. All subject leaders contribute to the process of planning for school improvement. Annual action plans in every subject show clearly what teachers need and intend to achieve within their particular subject areas. Although most subject leaders have not yet had the opportunity to observe teaching in their subjects, there is a planned programme for this. Subject leaders nevertheless monitor in other ways, including regular scrutiny of teachers' planning and pupils' work. Outcomes of monitoring are shared with staff and governors, with areas for development being built into future school improvement planning. A new, experienced special educational needs co-ordinator has been appointed very recently. She has produced a good action plan, which is well focused on improvement, but it is too new yet to have made an impact on provision.

35. The school improvement planning process, directly involving all staff, the consultant headteacher and governors, has resulted in a comprehensive and corporate document. The plan is focused, with clear priorities determined by self-evaluation processes and data analysis. Finances are well linked to school development priorities and senior staff and governors make well-considered decisions about spending.
36. The administrative and financial staff are an efficient and effective team. They ensure that parents and visitors are made very welcome and contribute to the smooth running of the school. They, together with the headteacher, keep good control of day-to-day finances and keep the governing body up to date with budgetary matters. The headteacher, governors and the school's administrator ensure best value in the school's purchases and spending. Taking into account improvements, particularly those achieved in the more recent past, pupils' satisfactory progress and standards, the sound quality of education and the good provision for pupils' personal development, the school provides satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	479, 523
Total expenditure	487,141
Expenditure per pupil	2,266

Balances (£)	
Balance from previous year	16,555
Balance carried forward to the next year	8.937

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception classes is **good**.

37. At the current time there are 36 children in the reception classes. This includes nine children who attend school full time. The remainder will attend part time until the beginning of the term in which they are five. When children start school, although their attainment covers a wide range of ability, overall it is above that usually found. Children of all abilities achieve well so that, by the time they join Year 1, most have achieved the goals that are expected of them in all areas of learning and a good number have exceeded them.
38. The good leadership and management have been instrumental in bringing about good improvements to provision in the recent past. The Foundation Stage leader and other staff have fully utilised the high quality external support and advice provided. The curriculum is good, with good emphasis given to each area of learning. Particular strengths are the way that staff are ensuring that children attending part time have regular access to work in all six areas of learning and the very effective way that staff in reception and Year 1 are working together to ensure that the transition from reception to Year 1 is relatively easy for children.
39. Teaching and learning are good and are based on good understanding of how young children learn, together with high expectations of what they can achieve. Staff work very well as a team and teaching assistants make a good contribution to children's learning. All staff use their good assessments of children's previous learning very well and appropriate records are kept of children's progress in each area of learning. Staff work hard to provide a rich, lively and interesting learning environment and attractive displays of children's work and photographs of them at work raises children's self-esteem and encourages them to work harder. The very good accommodation and resources in the Foundation Stage make a very positive contribution to the provision.

Personal, social and emotional development

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

Main strengths and weaknesses

- Staff form very good relationships with children and parents.
- Staff consistently encourage children to develop good learning habits and to behave well.

Commentary

40. Children's personal and social development is given high priority. As a result, children achieve well and most will exceed the expected levels by the time they enter Year 1. Children quickly settle into a caring and safe environment where basic routines and high expectations are fostered. The good working relationships between members of staff and with parents are effective in showing children how to relate to each other. Parents also make a very good contribution by helping in school and supporting it.
41. Good induction arrangements do much to ensure that children's first experiences of school are happy ones. Care is taken to assess children's different experiences before they come to school and adults work hard to ensure that children feel comfortable and liked. Very good teaching, which includes many well-planned activities that require co-operation, results in very good social development. Staff place great emphasis on the development of children's self-esteem, confidence and independence. As a result, children respond well. Girls and boys also respond very well to the way that staff encourage them to play and work together cooperatively.

Communication, language and literacy

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

Main strengths and weaknesses

- Teaching is good, lively and imaginative and children achieve well as a result.
- Adults extend children's learning very well through their involvement in children's play activities.
- Children's learning in communication, language and literacy is very well linked to other areas of learning.
- Parents and volunteers provide good support.

Commentary

42. Many children have reasonably good speaking and listening skills for their age when they start school. They soon develop confidence to express themselves in larger groups and sometimes in whole class contexts. Staff make very good use of opportunities to engage children in activities that extend their communication skills. Children regularly work with their teacher on whole class activities that develop speaking, good listening and good sound and letter recognition. In group activities they work very purposefully with adults to retell and re-enact known stories such as Rama and Sita. They then make marks, write words and sometimes sentences to record parts of the story. When, as part of structured play activities, children play in the palace and the Indian restaurant, staff frequently participate fully, using such opportunities well to extend children's conversation. When children were working independently writing Divali cards, the teacher used this opportunity well to reinforce sounds and to encourage children to form letters correctly and spell them phonetically. Children are encouraged to enjoy books. They have regular opportunities to listen to stories and to share books with adults, including a good number of volunteer helpers. Parents also support their children's reading well at home. They and the staff use children's reading records well to highlight what children have achieved.

Mathematical development

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teaching is challenging and children achieve well.
- Children's mathematical learning is very well linked to other areas of learning.
- Children enjoy their work and respond well to the activities provided.

Commentary

43. Children achieve well in this area and overall standards exceed those expected. Children learn to recognise numbers and shapes. They develop good counting skills when, for example, counting the number of children present each day and the twenty monkeys in the story of Rama and Sita. They learn well from shopping activities, throwing beanbags at numbered targets and matching numbers on large carpet tiles. Children develop their understanding of capacity through regular activities using sand and water. Good teaching captures children's interests and effectively links mathematics to other areas of learning. Expectations are high, as was clearly evident in a lesson seen when children were skilfully taught to count to 20 and to solve simple number problems such as 5 plus 3 and 7 take away 2.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- The quality of teaching and learning is good and children achieve well.
- Very good resources help to extend children's cultural understanding.
- ICT provision is good.
- Very good links are made with other areas of learning.

Commentary

44. Children are provided with a wide range of experiences that help extend their understanding of the world around them. Well-planned activities, such as walks within the immediate area and visits to the park to see the changes in nature over the different seasons, are very well used to develop children's understanding of the world. Children develop a good understanding of different textures and how to describe them. They are encouraged to act out roles, for example as a fire fighter, policeman and waitress in the restaurant. The outside environment offers them with a good range of opportunities to plant bulbs and seeds, to see how things grow and experience playing in different weathers. Children watch tadpoles growing, visit a farm and learn about animals and their young.
45. In ICT, children learn to take pictures using a digital camera, to operate tape recorders and listening stations independently. They learn to use the mouse to control the cursor when moving images across the screen and to program a Pixie Robot to move in a given direction, as was seen in a good lesson based on the story of Rama and Sita. Children develop a good understanding of their own personal history through the use of photographs of themselves now and while younger. Teachers and support staff effectively teach children about other cultures and different religions, values and beliefs. For example, during the inspection, when all of the classwork was based around the story of Rama and Sita, children had access to a very wide range of Indian artefacts and learned about many of the customs and religious beliefs. Children regularly celebrate Christian festivals and those from other religions. As a result of the

good, imaginative provision, most children are on course to achieve at least the expected standard, and many will exceed this.

Physical development

Provision for physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- The outdoor area and whole class teaching sessions ensure that children have very regular opportunities to develop their physical skills.

Commentary

46. The quality of teaching and learning is very good and almost all children reach good standards for their age. They have many opportunities for physical activities such as dance, cycling, running, jumping and balancing, both in timetabled lessons and as part of outdoor learning. The very good relationships established by adults result in all the children having fun as well as learning to use space well. Children also have frequent planned opportunities during the day to use small tools and instruments such as paintbrushes, pencils, scissors and crayons to develop their fine motor skills. They use construction materials confidently and talk about what they are making. Management of children is very good, which ensures their safety when using apparatus and tools.

Creative development

Provision for creative development is **good**.

Main strengths and weaknesses

- Children enjoy activities and achieve well.
- Teaching and learning are good and all adults engage well in activities with children.
- Good links are made with other areas of learning.

Commentary

47. Staff are very effective in getting children to explore through their imaginative play. As a result most children will reach at least the standard expected for their age by the end of reception. Teaching promotes children's creativity and self-expression well. Their creative development is successfully fostered through a wide range of experiences such as painting pictures, making constructions and exploring materials. When children were exploring Indian play-dough, for example, they were encouraged to describe the smells and textures and imagine being in different places. The role-play areas are used very regularly and these provide very good opportunities for children to play co-operatively and develop their imagination. No music lessons were seen but, as part of literacy-based lesson when children had to listen to and recognise sounds, they showed a good knowledge of musical instruments and their respective sounds and sang rhymes well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing are still not high enough, especially in Years 3 to 6.
- Teachers promote pupils' speaking and listening skills well.
- Pupils in Years 1 and 2 attain good standards in writing and very good standards in reading.
- The school is developing good links between English and pupils' work in other subjects.
- Teachers know which pupils are not achieving as well as they should, but more still needs to be done to ensure pupils know what they must do to improve.
- The school is receiving good support, which is improving English provision.

Commentary

48. Improvement since the last inspection is satisfactory, with most improvement being made in the fairly recent past. Pupils of all prior attainment levels, including pupils who have special educational needs, are now achieving satisfactorily in English throughout Years 1 to 6. Pupils throughout the school become confident and skilled in speaking. They follow instructions well and work productively in pairs or small groups to discuss work and explore ideas. Most pupils listen attentively to adults and to each other.
49. By the end of Year 2 pupils' attainment in reading and in writing exceeds national expectations. Almost all pupils attain at least the expected Level 2 and a good proportion attain the higher Level 3. Standards have improved in recent years, with good improvement in the number attaining the higher Level 3, especially in 2004
50. Standards by age 11 are too low. Too few pupils attain both the expected Level 4 and the higher Level 5 in the tests at age 11. This is because standards in writing are too low. Although higher attaining pupils produce work which is imaginative, lively and well structured, too many pupils cannot sustain clear, interesting writing in grammatical sentence structures and too many have weak spelling skills. In the current Year 6 classes standards in English are slightly better than in recent years. Recent improvements and stronger teaching mean that standards in all aspects of English are likely to be broadly in line with national expectations by the end of this academic year. Raising standards, particularly those in writing, is a whole school development priority. The school is receiving good advice and fairly intensive support to help them achieve this.
51. Teaching and learning are satisfactory. Reading is taught well and this ensures that pupils develop an interest and are taught to think about texts they read. The teaching of writing is improving. Teachers are planning interesting and varied lessons. They make good use of resources, visits and links with other subjects to engage pupils better and ensure that they write for a range of purposes. Younger pupils are effectively taught simple spelling patterns and common words. They develop independence to attempt unknown words with a 'have a go' book. Teaching assistants

most often made a good contribution to pupils' learning, for example helping teachers with assessment and providing feedback on how well the children had done or working with a lower ability group. During whole class teaching sessions they usually sit near pupils who are easily distracted and quietly keep them involved. Teachers make satisfactory use of ICT, both to support their teaching and to enhance pupils' learning.

52. During the inspection, good or very good teaching was seen in a few lessons. Key features of this teaching were good questioning and the setting of tasks that ensured that pupils extended their thinking, vocabulary and ability to express themselves. In these lessons pupils of all abilities made good progress and could also identify what they had learned and what they had done well.
53. Few older pupils cite writing as an activity they enjoy. Teachers in Years 3 to 6 recognise this and are working to motivate pupils and raise their interest levels in order to help them to improve their learning. They must also generally raise their expectations of pupils' work and effort if pupils' learning is to be accelerated. Homework is used profitably to extend learning. For example, in Year 3 research on their families provided pupils with a meaningful opportunity to write at home and this was used well to support work in class. Teachers mark work regularly and occasionally write comments that help pupils to progress. Sometimes pupils redraft work or practise particular spellings after their work is marked. However, these practices are not embedded. As a result pupils are not always clear about what they need to do to improve, nor do they take responsibility for making the necessary improvements.
54. The leadership and management of English are satisfactory. Good use has been made of help from the local education authority. As a result the co-ordinator is clear about what needs to be improved and has developed her own skills in monitoring and evaluating teaching, learning and standards. She is implementing the detailed improvement plan but this has not yet had time to have a full impact on overall standards. The coordinator and senior staff are now using data more effectively to identify pupils who are not achieving as well as they should. Teachers also need to develop better skills in assessing pupils' writing against National Curriculum criteria. This should enable them to ensure the link between assessment, targets and planned work is clear, precise and easy to understand, both for pupils and staff.

Language and literacy across the curriculum

55. Teachers are making increasingly good links between English and other subjects. This means that pupils have good opportunities to develop their reading, writing and speaking skills as part of their work in other subjects. Teachers are providing regular opportunities for pupils to write in different styles, at length and for different purposes. For example, in history, Year 5 and 6 pupils write with empathy about the feelings and emotions of evacuee children during World War 2 and, in geography, they write persuasive letters about improving the school car park. In Year 3 pupils have used computer programs to create visually entertaining poems about fruit. Pupils work in design and technology in Year 1 on making sandwiches provides opportunities to read and write instructions. Teachers, however, also need to ensure that marking in these subjects addresses any incorrect use of English so that pupils have a clear and consistent message about the importance of good written communications.

Mathematics

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Good leadership of the subject is effecting significant improvements.
- Good and very good teaching was seen in a number of classes, but noisy behaviour occasionally slows the learning in some lessons.
- Assessment is not being used well enough to modify lesson plans.

Commentary

56. Standards in mathematics exceed national expectations by age seven and are in line with national expectations by age 11. This is a similar picture to test results in 2004 and represents an improvement to standards at age seven since the last inspection. The school has experienced some difficulties which contributed to a decline in standards but, as the school began to address its weaknesses, standards have improved steadily. During the last academic year significant improvements have been made following the appointment of a new mathematics leader and intensive external support. For example, pupils across the school made on average the equivalent of 18 months' progress last year, while pupils in Year 6 made two years' progress.
57. All groups of pupils achieve satisfactorily in mathematics. Pupils with special educational needs achieve as well as their classmates. There are currently no significant differences in the achievements of boys and girls. However, in the tests at age seven and 11 boys have tended to do better than girls, although this gap between boys and girls is now closing. Teaching assistants provide effective support by sitting close to pupils who need help, providing encouragement and explanation. Teachers plan adequately for these pupils but they do not explicitly include the targets on pupils' individual education plans as well as they should.
58. Throughout the school teaching and learning are satisfactory and improving. In lessons seen during the inspection teaching ranged from very good to unsatisfactory, with a fair proportion of good teaching. Where teaching was good, lessons had a good pace and confident teaching engaged pupils well and ensured they made good progress. In a very good lesson in Year 6, teaching was brisk and lively with high expectations for pupils' behaviour and work rate. The teacher carefully matched tasks to the abilities of all groups and skilfully used good assessment techniques to check pupils' learning and to modify her teaching accordingly. In one unsatisfactory lesson, although this got off to a good start and had a number of good features, the teacher talked for far too long and pupils then had little time to practise and develop their own skills. A weakness in a few lessons related to teachers' failure to set clear and high expectations of behaviour or to act promptly or consistently when disruptive, noisy behaviour began. This meant that pupils did not learn as well as they would otherwise have done.
59. Pupils usually present their work well, indicating positive attitudes to the subject. Pupils' books are marked regularly for correctness, but teachers miss an opportunity to go beyond this to include comments to help pupils improve or to encourage them to

repeat examples of work. Assessment procedures are securely in place but the information gained from these is not always best used to modify future teaching plans.

60. Mathematics is well led and managed by the enthusiastic, well-informed leader. While being well supported by advisers from the local education authority and the governors, the coordinator has produced good policies and procedure. She has analysed pupil data and begun a rigorous programme for monitoring work in the subject. Consequently, she has a clear understanding of the strengths and weaknesses and has a good action plan to address them. This has led to significant improvements in pupils' learning and is likely to raise standards further. Resources for the subject are adequate. Improvement since the last inspection is overall satisfactory.

Mathematics across the curriculum

61. Pupils' mathematical skills are developed satisfactorily as part of their work in other subjects. Pupils regularly use mathematics as part of their work in other subjects and consequently develop an appreciation of its practical uses. Teachers' good awareness of the importance of linking mathematics work to other subjects ensures that regular links are made. For example, all age groups use a range of graphs, charts and diagrams in geography and science. Some, but not all, teachers use computers regularly in their mathematics lessons.

Science

Provision in science is **satisfactory**.

Main strengths and weaknesses

- All pupils benefit from a strong focus on investigative and practical work.
- Pupils show good attitudes to their science work, but some pupils' disruptive behaviour occasionally has a negative effect on achievement.
- Opportunities for pupils to be involved in assessing their own learning are limited.
- Teachers' good subject knowledge enables them to explain scientific ideas clearly.
- There are insufficient opportunities to extend the higher attaining pupils.

Commentary

62. Based on the evidence seen for the current pupils, standards are above national expectations in Year 2 and are in line with them in Year 6. With the additional provision that is planned for Year 6 pupils, however, standards may well rise to above the expected level by the end of the year, as has been the case in recent years. Pupils achieve satisfactorily and annual assessments show that boys and girls now achieve equally well. There has been good improvement since the previous inspection: standards have continued to rise since 2001 with increasing numbers of pupils attaining levels higher than those expected in the national tests by ages seven and 11.
63. Teaching and learning are satisfactory. Teachers plan and prepare for their lessons carefully, ensuring that pupils are clear about the learning intentions. Investigative work has been an area of focus in science and this approach clearly engages and motivates pupils, resulting in good attitudes. Pupils say they particularly enjoy this aspect of their work. Teachers generally have good subject knowledge and they can

therefore explain scientific ideas clearly. This was seen, for example, in a lesson on electricity in Year 4 when pupils successfully learned about the importance of controlling variables when making a fair test. In several lessons seen at both key stages weaknesses in pupil management resulted in incidents of disruptive behaviour and these prevented other pupils from making the progress they should. Effective strategies were not used to address the disruptive behaviour quickly. The provision for pupils with special educational needs is satisfactory. Evidence from lessons and work scrutiny indicates that pupils are appropriately catered for and that pupils in Years 1 and 2 receive a particularly good level of support from teaching assistants. Teachers make good use of relevant links between science and pupils' work in English and mathematics. Work scrutiny showed many links with literacy and some links with pupils' work in mathematics. Particularly good opportunities are used to develop pupils' speaking and listening skills through science. Strategies seen include paired practical work, paired discussion and sharing ideas within small groups.

64. The analysis of written work shows that marking does not do enough to make clear to pupils what they do well and what they could do better. Although teachers plan extension work for the higher attaining pupils, this is not sufficiently challenging and assessment procedures are not sufficiently developed to measure the impact of teaching on learning for pupils working at different levels.
65. Leadership and management of science are satisfactory. In the absence of the subject leader, there have been few developments this term. The good impact of a previous whole school focus on improving teachers' subject knowledge and correcting misconceptions is, however, clearly evident. The subject leader has successfully implemented a whole school approach to investigative and practical work that has had a positive impact on pupils' attitudes to learning and standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The subject benefits from an enthusiastic and effective leader.
- Learning is slowed in some lessons because noisy behaviour is not managed well enough.
- Good assessment systems are helping teachers to track the pupils' progress well.
- The computer suite provides a good resource for ICT but is too cramped for the large classes in Years 5 and 6.

Commentary

66. By the end of Year 2 and Year 6 pupils' skills in ICT are in line with national expectations and all pupils achieve satisfactorily. This is an improvement since the last inspection when standards at age 11 were too low and pupils' progress was unsatisfactory. Since that time, the school has remedied the gaps in the curriculum and focused on improving teaching and resources. As a result, standards have risen, particularly for the older pupils. Pupils with special educational needs progress as well as their classmates and there is no significant difference between the achievement of boys and girls. Although standards have begun to rise, they are not yet as high as

they could be because recent improvements have not had sufficient time to make a full impact.

67. The quality of teaching and learning is satisfactory. In lessons seen, teaching ranged from good to unsatisfactory. In a good Year 5 and 6 lesson on manipulating computer images, the teacher used very good behaviour management skills as she gave clear expectations in a firm and friendly tone and made sure her expectations were maintained consistently throughout the lesson. As a consequence, this set a positive atmosphere for learning and pupils achieved well in building their skills by distorting, combining, repeating and colouring downloaded shapes. In an unsatisfactory lesson, the teacher had insufficient strategies for managing pupils' behaviour. As a result, the pace of learning was too slow because noisy behaviour disturbed pupils and prevented them from concentrating fully on the teacher's instructions and their tasks.
68. All classes have regular access to the well-equipped computer suite. This enhances teaching and has a positive effect on standards. However, the suite is not as effective in terms of learning for the oldest pupils because the large classes mean the room becomes cramped and hot and the furniture is too small for the oldest pupils. Some teachers use ICT and classroom computers well to support teaching and learning in a range of subjects. Other teachers miss the opportunity to do this regularly. Teaching assistants, who provide extra explanation and encouragement, soundly support pupils with special educational needs, which ensures that these pupils learn as well as the others.
69. Leadership of the subject is good and this has led to improved resources and curriculum developments since the last inspection. Good assessment procedures have recently been implemented and these identify precisely how well each pupil is doing. The information is used well in some instances to plan future learning, but this is not consistently the case. Management is good. The enthusiastic subject leader monitors ICT provision well. This provides her with accurate information on the strengths and weaknesses in the subject that she uses when writing her action plans. The ICT technician and the regular involvement of local education authority staff contribute well to developments. Improvement since the last inspection is satisfactory.

ICT across the curriculum

70. This is satisfactory and is a current whole school focus for development. Teachers are incorporating the use of ICT into their teaching across a range of subjects. For example, in Years 5 and 6 the Internet is used regularly to research topics and to present work, as seen in their history project when pupils imported graphics, text and sound which they presented to the class. In English teachers effectively use overhead projectors and tape recorders and pupils have some opportunities to use word processing and desktop publishing programs. Pupils in Year 1 used digital cameras well as part of their work in art and design. ICT was used well to present design and technology investigations and evaluations in the upper school.

HUMANITIES

Geography and history were sampled. Judgements are based on looking at some of pupils' completed work from last year and a small number of lesson observations.

71. In **history** the teaching, learning and standards seen were satisfactory. Evidence from lessons, teachers' planning and displays around the school show that pupils study a good, interesting curriculum and relevant links are made between history and other subjects. The school provides good, enriching activities for children which also form the basis for a variety of written work. These include visits to museums and local sites which increase pupils' understanding and engagement. Pupils in Years 5 and 6, for example, visit the British Museum to further their study of the Egyptians and pupils in Year 3 visit a Roman site. In lessons teachers successfully linked historical events to pupils' more immediate local knowledge and experience. History makes a good contribution to pupils' spiritual, moral, social and cultural development and pupils enjoy their work.
72. From the one lesson observed, teachers' planning and displays around the school, indications are that pupils study a broad and interesting **geography** curriculum which makes good links with other subjects. For example, when pupils in Year 1 find answers to geographical questions through their work on Barnaby Bear's travels, this is well linked to work in literacy, design and technology and mathematics. Teachers make good use of the resources that are available to them, including the local environment. In a lesson seen about coastal features, the teacher used the data projector well to provide a text and pictures to explain and demonstrate new concepts. This enabled pupils of all abilities to attain satisfactory standards, to understand well and make good progress. Atlases are of poor quality and are out of date.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Assemblies make a good contribution to the provision.
- Pupils have relatively few opportunities to relate religious practices and beliefs to their own lives.
- Teachers are making some good links between religious education and pupils' work in other subjects.
- With recent changes to the curriculum, work is needed to refine curriculum plans.

Commentary

73. Pupils of all abilities achieve satisfactorily so that attainment by the end of Years 2 and 6 meets the expectations of the locally agreed syllabus. By the end of Year 2, for example, pupils understand the significance of some of the major festivals and religious practices. As they move up through Years 3 to 6 pupils extend their knowledge of Christianity, Islam, Hinduism and Judaism. They learn, for example, to appreciate the importance of special books that set out rules for living. They understand that, although different religions have their own distinct beliefs and practices, they share some common features.
74. Lessons seen during the inspection and an analysis of pupils' past work show that the quality of teaching and learning is satisfactory overall. Strengths include the way that staff provide good role models for pupils and treat the subject with respect. They increasingly provide good opportunities for pupils to write about what they have learned. Teachers also make learning more interesting by providing visits and linking work with other subjects. A weakness is that, although pupils are regularly taught

about religions, they have relatively few opportunities to reflect on religious beliefs and values and relate these to their own lives. Exceptions to this were evident in the work of Year 4 pupils last year and work in the current Year 6 classes. Assemblies, however, make a good contribution to provision and provide good opportunities for pupils to reflect collectively on religious teachings and values.

75. The school has recently remapped its syllabus. While this has not really affected the content of the overall curriculum, it has affected the order in which topics are taught. The school should therefore take steps to ensure that it does not duplicate past work, in the short term, because the work sample indicates this is sometimes the case. Lesson observations also identify the need to adapt some of the school's lesson plans. This is because there are sometimes tenuous links between planned tasks and facilitating learning that relates to deepening and extending pupils' religious understanding. The subject has been led and managed soundly since the last inspection and as result the satisfactory provision has been maintained. A new co-ordinator has just taken over the subject. She is very enthusiastic to extend provision and discussions with her indicate that she has a clear idea of where further improvements are needed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was not inspected. Physical education was inspected in full. Judgements about art and design and design and technology are based on sampling pupils' work and one lesson observation.

Commentary

76. In **art and design**, the standard of work displayed and seen in sketchbooks was in line with national expectations. Pupils experience working with a range of two and three-dimensional media as they progress through school. For example, working in the style of the artist Andy Goldsworthy provided pupils with the opportunity for working outdoors with a range of natural materials and to produce thoughtful and stimulating art works. In Year 1 pupils' work in the style of Pablo Picasso has skilfully incorporated the use of digital photography. Work seen in Year 6 showed that pupils are beginning to use sketchbooks to develop ideas and reflect on art processes. Pupils say they enjoy their art lessons and they demonstrate good attitudes towards their work. The teaching and learning seen in one lesson were satisfactory. Strengths were that the teacher had prepared the lesson well and worked hard to interest pupils. The whole class input was, however, too long with the result that a significant minority of pupils became distracted and found it hard to listen. The recently appointed subject leader has plans to show that she will be developing her role to include monitoring and assessment.
77. In **design and technology**, the standard of work seen in classrooms and on display was in line with national expectations. The Year 3 work on food packaging showed good linkages with the school's focus on health and healthy eating. The work was well executed and supported by clear descriptions of how pupils had produced their packages. Pupils' careful and reflective evaluations showed what worked well and what could be improved. Year 6 work on controllable vehicles included tanks and theme-related work that included making shelters. Designs were thoughtfully planned

and skilfully carried out. Based on discussions with pupils and work displayed, it is clear that pupils really enjoy their design and technology lessons and show good attitudes towards their work. Teachers are ably supported in their planning by the recently appointed subject leader. She plans to develop her role to include improved monitoring and assessment.

Physical education

The provision for physical education is **good**.

Main strengths and weaknesses

- The school provides a good curriculum that is enriched by a very good range of after-school activities and sporting links with other schools.
- The school has recently achieved the Active Mark Gold Award.
- Work in physical education is well linked to class themes where possible.
- Pupils enjoy the subject, but their progress in lessons seen was occasionally hindered by some disruptive behaviour.

Commentary

78. The school provides a good curriculum for all pupils, which is enriched by the very good provision of extra-curricular opportunities and sporting activities. This has helped to ensure that standards at the end of both Year 2 and Year 6 are in line with national expectations and that all pupils achieve well. Older pupils in particular have very good opportunities to experience a wide range of activities out of school hours, including football, netball, rugby, cricket, tennis and dance. Plans are also in place to establish a hockey team and to begin a skipping club for the younger pupils. Parents praise the school for the number of extra-curricular opportunities it provides. The school has gained the Active Mark Gold Award, showing its strong commitment to pupil participation in sport, irrespective of pupils' abilities, and to helping pupils to achieve their personal best in this area.
79. In the few lessons seen during the inspection teaching and learning were satisfactory. In all cases, the lessons were well planned and resourced, with clear learning intentions and good progression of skills. Pupils enjoy physical education. Most listened carefully and followed instructions well, although occasionally disruptive behaviour slowed the pace of the lesson down and hindered pupils from making progress that was better than satisfactory. Teachers' strategies for managing disruptive behaviour were fairly limited, resulting in continued low-level disruption during some lessons. Where a pupil demonstrated specific learning and behaviour difficulties, however, good support was provided by the teaching assistant who successfully helped to ensure that the pupil was able to take an active part in the learning. In a few lessons seen there were missed opportunities for pupils to appraise the work of their classmates, which restricted the extent to which pupils could learn from each other and excel.
80. Where possible, lessons are linked to themes as part of a 'learning journey'. For example, in the Year 1 class the lesson was linked to the class focus on Diwali, and in Year 4 to the theme of electricity. In both cases, this approach motivated and engaged pupils, encouraging positive attitudes and imaginative responses. Where

collaborative work was evident, pupils worked cooperatively together, for example to develop a dance sequence on the theme of electricity. They discussed ideas and listened well to each other, developing a series of movements that appropriately reflected the theme.

81. Leadership and management of the subject are currently satisfactory. The subject leader has plans to develop the subject, particularly with regard to monitoring and whole school assessment procedures, but she is new to the school and to the role. The current action plan reflects the school's strong commitment to enriching provision for pupils of all ages. The subject has clearly been well led and managed in the past and there is every indication that this will develop in the future. The good provision found at the time of the last inspection has been maintained.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. No lessons were seen in this area of the school's work so no judgements are made about teaching. However, it is clear that the subject is taught across the school and that the curriculum gives appropriate attention to sex and relationships education and to enabling pupils to develop an awareness of the dangers of alcohol and drug abuse. The school nurse contributes well to this work. In addition, there is a weekly discussion period in class that provides opportunities for pupils to talk over issues that face them as part of everyday life. The Active Mark Gold Award is gained in recognition that the school also makes a positive contribution to helping pupils develop healthy lifestyles. The caring nature of the school contributes to overall provision. Pupils have many opportunities to have a say in the running of the school. These include regular class and school council meetings and pupils acting as monitors. This has led to real improvements for pupils and is providing them with good opportunities to understand the workings of democracy and to develop the skills of citizenship. The new subject leader has identified several areas for improvement, which she has included in her thorough action plans.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
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	2
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
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).