

INSPECTION REPORT

TATSFIELD PRIMARY SCHOOL

Tatsfield

LEA area: Surrey

Unique reference number: 124993

Headteacher: Mrs Carol Gibbard

Lead inspector: Mr Peter Howlett

Dates of inspection: 11th - 13th July 2005

Inspection number: 268026

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	202
School address:	Church Lane Tatsfield Westerham Kent
Postcode:	TN16 2JX
Telephone number:	(01959) 577 356
Fax number:	(01959) 576 179
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Hilary Harber
Date of previous inspection:	26 th April 1999

CHARACTERISTICS OF THE SCHOOL

Tatsfield Primary school is a one form entry community school for boys and girls pupils aged four to 11. It is smaller than the average-sized primary school with 202 on roll. The school is located in Tatsfield, a Surrey village near Westerham in Kent. The school serves the village but also draws many of its pupils from a wider area. Most pupils come from favourable socio-economic circumstances. The proportion of pupils known to be eligible for free school meals (approximately three per cent) is low compared to the national average. Nearly all pupils are of white UK background, with a small number of children from mixed-race families. No pupils come from families where English is an additional language. Children generally enter the school with levels of attainment above those typically found nationally. The proportion of pupils identified as having special educational needs (about 18 per cent) is close to the national average. The main needs catered for are learning, emotional and behavioural difficulties. Four pupils have a statement of special educational need.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23744	Peter Howlett	Lead inspector	Mathematics Geography Physical education English as an additional language
9519	Sue Pritchard	Lay inspector	
20977	Robin Thelwell	Team inspector	English Information and communication technology Design and technology Music Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. It provides pupils with a good education and the quality of teaching and learning is good. Pupils achieve well in a positive and supportive ethos and standards are well above nationally expected levels in English, mathematics and science. The school is well managed and has very strong leadership. It gives good value for money.

The school's main strengths and weaknesses are:

- Standards are well above those expected nationally in English, mathematics and science.
- Pupils achieve well in lessons because teaching and learning are good.
- Standards in information and communication technology (ICT) are below nationally expected levels by Year 6.
- Pupils' behaviour, relationships and attendance are very good.
- The headteacher provides very good leadership and is well supported by other staff.
- Measures to monitor pupils' progress are well developed in English, mathematics and science, but not in most other subjects.
- The governing body makes a very good contribution to the work of the school.
- Links with parents and the community are very good.

Improvement since the last inspection has been good. The key issues raised then, in particular the underachievement among boys and more able pupils, have been dealt with well. Pupils' overall achievement in English, mathematics and science has improved and standards are now higher than at the last inspection. Although the school has not fully kept pace with the national picture of improvement in standards in ICT, recent improvements in provision are having a positive impact on standards and the school has appropriate plans for further improvement.

STANDARDS ACHIEVED

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

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. Children achieve well in Reception and continue to do so in Years 1 to 6. Reception children's skills and knowledge are above what is expected in children of this age nationally in most areas of learning. Standards in English, mathematics and science by Year 2 exceed those expected nationally. This represents good achievement for this particular year group in relation to their prior attainment. Pupils in the junior classes achieve well in English. They make steady progress in speaking and listening, achieve well in writing and very well in reading. By Year 6, standards are above nationally expected standards in speaking and listening, well above expected levels in writing and, in reading, they far exceed expected levels. Pupils achieve well in all areas of mathematics, but particularly in their number work, and standards are well above nationally expected levels. In science, achievement is very good by Year 6 and standards are well above nationally expected levels. More able pupils achieve well, as do pupils with special educational needs. The results of the most recent national assessments (2005) in Year 6 indicate that the school continues to maintain its noteworthy levels of performance of recent years. Most impressive is the high proportion of the year group that achieved the higher Level 5 in reading and science. In ICT, attainment is as expected nationally by Year 2 but below the nationally expected standard by

Year 6. This represents unsatisfactory achievement. Standards are above nationally expected levels in geography and design and technology and are at the expected levels in art and design and religious education by Year 6. No judgements were made on physical education, music and history.

Pupils' personal development is good. The school promotes their sense of responsibility and community well and makes good provision for their spiritual, moral, social and cultural development. Pupils have positive attitudes to all aspects of school life. Their behaviour, relationships and attendance are very good.

QUALITY OF EDUCATION

The school provides a **good education** for its pupils. **Teaching and learning are good** across the school. Nearly nine out of every ten lessons seen were good or better. Teachers' very good relationships with pupils, their skilful management of pupils and pupils' positive response to their teachers help create a positive and productive climate for learning. Teachers plan lessons well and use a good range of teaching methods and resources. Teaching assistants make a valuable contribution to pupils' learning. Systems for monitoring pupils' progress are very good in English and mathematics and good in science and design and technology. However, the lack of satisfactory assessment procedures in other subjects is a barrier to higher achievement. The school provides its pupils with a good curriculum that is broad and balanced, and enriched by an extensive range of out-of-class activities, although some aspects of the ICT curriculum are not covered in sufficient depth. Provision for pupils with special educational needs and for the under-fives is good. Learning resources are good. The accommodation is satisfactory but has shortcomings. The school provides very good levels of care and welfare. The links with parents and the community support pupils' learning very well.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good. The headteacher provides very good and positive leadership and is supported well by a very able deputy headteacher and committed staff. Teamwork is good. Senior management, staff and governors have a strong commitment to school improvement, high standards and inclusion. The governing body provides very good support and ensures statutory requirements are met. The school is managed and organised well and runs efficiently. Finances are managed very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive in their views of the school and have full confidence in its leadership. Pupils' views of the school are positive. They like school. They feel they are well supported and that the school considers their views and ideas.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT, particularly by Year 6.
- Develop a whole-school approach to assessing what pupils know and can do in all subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good. Standards are well above nationally expected levels in English, mathematics and science by Year 6. Standards of work seen in most other subjects are at least in line with expected levels and in some instances they are above expectations. However, in ICT in Year 6 they are below the expected standard.

Main strengths and weaknesses

- Standards in reading far exceed those expected nationally by Year 6.
- Standards are well above nationally expected levels in writing, mathematics and science by Year 6.
- Standards in speaking and listening, design and technology, geography and swimming are above expected levels in Year 6.
- Standards are above expected levels in English, mathematics and science by Year 2.
- The knowledge, skills and understanding of children in Reception are above what is expected in children of this age nationally.
- Attainment of current Year 6 pupils in ICT is below that expected nationally and represents unsatisfactory achievement.

Commentary

1. As the number of Reception children is relatively small, there are some variations in standards on entry year on year. Nevertheless, children mainly come from supportive homes with good standards of literacy and numeracy and when they start school their attainment is generally above that normally found nationally. In the current Reception class, there is a wide spread of attainment but overall standards are higher than those found nationally. Children achieve well and make good progress in most areas of learning. At the time of the inspection, all children had achieved the expected goals in all areas of learning and were beginning to follow the National Curriculum. Standards exceed the national recommended learning goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Children attain expected levels in their physical and creative development.
2. There has been a consistent picture of improvement in the performance of pupils in the Year 2 national tests in recent years. Although there has been some fluctuation in results over the last five years, the overall trend of improvement is above the national trend. The test results in 2004 were well above the national average in reading, writing and mathematics. In reading and mathematics, results in each of the past three years have been well above the national average. In writing, the overall average for the past three years was well above the national average. Results generally compare favourably with those of similar schools¹, particularly in reading and mathematics.
3. Standards in the current Year 2 are not as high as those indicated by the 2004 results but are above expected levels in reading, writing, speaking and listening, mathematics and science. This represents good achievement for this particular year group because it has a larger proportion of pupils with special educational needs than is usual for the school. In addition, the school's assessments of this particular group of pupils when in Reception indicate that their attainment on entry was lower than is normal for the school.

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

¹ Those schools with similar proportion of pupils eligible for free school meals.

Standards in:	School results	National results
reading	17.6 (17.1)	15.8 (15.7)
writing	15.9 (15.2)	14.6 (14.6)
mathematics	18.5 (17.4)	16.2 (16.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

4. Results in the 2004 national tests for Year 6 were well above the national average in English and science and above average in mathematics. The overall average in test results has been well above the national average over the last three years. National tests results at the end of Year 6 over recent years indicate that standards in English, mathematics and science are higher than those at the last inspection. Results in the national tests in Year 6 were close to the average for similar schools² in 2004 but have generally been better than this average. The unvalidated results for 2005 indicate that the school has successfully sustained its good performance in the national tests in all three subjects.
5. Standards in the current Year 6 are well above expected levels in English, mathematics and science. Pupils achieve well in English. In speaking and listening, pupils make steady progress as they move through the school and standards are above expected levels by Year 6. Pupils achieve well in writing and standards are well above expected levels by Year 6. In reading, achievement is very good and attainment at the end of Year 6 far exceeds that expected of pupils of their age. Pupils achieve well in all areas of mathematics but particularly in their number work. Pupils in Year 6 achieve very well in science.

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

Standards in:	School results	National results
English	28.4 (29.3)	26.9 (26.8)
mathematics	28.4 (29.3)	27.0 (26.6)
science	30.0 (30.5)	28.6 (28.6)

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

6. Higher-attaining pupils achieve well in English, mathematics and science. National test results show that the school has successfully tackled the underachievement of higher attainers in English, mathematics and science identified at the last inspection. The school has thorough procedures for the early identification of pupils with special educational needs. This, together with good support, enables such pupils to make good gains and achieve well in terms of prior attainment and targets set in their individual education plans. By the end of Year 6, many pupils with special educational needs attain standards expected nationally for their age. In the most recent national assessments (2005), a small number of eleven-year-olds with special needs gained the higher levels of performance (Level 5) in reading and science. This represents impressive achievement. The small number of children from mixed-race families perform as well as their peers.
7. In ICT, the attainment of Year 6 pupils is below nationally expected standards and represents unsatisfactory achievement for these pupils. This is partly due to aspects of the curriculum not being covered in sufficient depth. However, the picture is better in other year groups. In other junior years, there is evidence that pupils can perform at levels above those expected for their ages. Standards in Year 2 are in line with nationally expected levels.
8. In religious education, pupils' achievement is satisfactory and standards are as expected by Years 2 and 6. In geography, achievement is satisfactory in Year 2 and good in Year 6 while

² Schools whose pupils attained similarly in the national tests at the end of Year 2.

standards are as expected by Year 2 and above expected levels by Year 6. In design and technology, achievement is good and standards in Years 2 and 6 exceed those expected nationally. Work seen in art and design is as expected nationally. There is insufficient evidence to make overall judgements in history, music and physical education, although standards in swimming are above those normally found nationally.

Pupils' attitudes, values and other personal qualities

Pupils' personal development is good. The school makes good provision for pupils' spiritual, moral, social and cultural development. Pupils' behaviour is very good and their attitudes to learning are good. Attendance is very good.

Main strengths and weaknesses

- Pupils' attendance is well above that found nationally.
- Pupils have positive attitudes to all aspects of school life.
- Behaviour and relationships are very good.
- The school promotes pupils' sense of responsibility and community well.

Commentary

9. The Reception class lays good foundations for the development of standards of attitudes, behaviour and relationships. These are built upon well as pupils move through the school. Pupils show good attitudes to their school work. There is a good working atmosphere in all classrooms, reflecting pupils' good levels of application and concentration on tasks. Pupils with special educational needs, including those with sensory, physical or behavioural difficulties, are fully involved in classroom activities and have positive attitudes to learning. They are keen to learn and respond well to the good quality of support given them. Pupils of all ages enjoy coming to school. Parents' questionnaires confirm this view.
10. Pupils' behaviour is generally very good in lessons, assemblies and during break times. Throughout the school, relationships are strong and constructive. Pupils co-operate well when working in groups, show respect for the ideas and contributions of others and play well together at break times. Pupils have no concerns about bullying or harassment as there are very good relationships with adults and any incidents are recorded and swiftly dealt with. Parents at the pre-inspection meeting said they were always happy to send their children to school because the staff were caring and approachable. There were no exclusions in the last school year.
11. Attendance is well above the national average. The school's rigorous monitoring procedures confirm that most pupils have very good records of attendance and are in school every day unless they are unwell. A few parents remove their children for holidays during term time but the school discourages the practice. Punctuality is good. Almost all pupils arrive in time for morning registration and there are good procedures to chase up the few who might not.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.0
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.

12. Pupils' personal development is promoted well and all pupils respond well to the range of responsibilities they are given. For example, pupils became involved in a school election and researched information about the democratic process. This involvement and enjoyment has a positive impact on achievement. Year 6 pupils benefit from a residential visit and a good range of clubs and activities are well attended. Pupils support each other well in the school community and contribute well to the deliberations of the school council.
13. Provision for pupils' social development is good and opportunities to promote pupils' moral awareness are very good. Moral and social development are consistently encouraged from the time pupils enter the school so all pupils know right from wrong and have a high level of respect for the feelings of others. There is a clear playground code and playground resources encourage co-operation and physical skills. Since the last inspection the school has made satisfactory improvements in its provision for pupils' cultural development. Provision for pupils' spiritual and cultural development is satisfactory. All pupils benefit from involvement in regular school productions, which are highly praised by parents. The school has improved cultural aspects with a programme of visits to local places of worship for the major faiths. The pupils also engage in a broad range of subject-based day visits during the year covering sporting, creative, community-based and artistic activities, all of which make a good contribution to their spiritual, moral, social and cultural development. For example, visits to the National Gallery and visitors to the school, such as a troupe of South Asian dancers, enhance pupils' cultural awareness.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education because teaching, curriculum and assessment procedures are good. Pupils are very well cared for. Links with parents and the local community are very good.

Teaching and learning

The quality of teaching and learning is good across the school. Assessment procedures are good.

Main strengths and weaknesses

- Teachers have high expectations of pupils' behaviour and of what they can achieve.
- Teachers have very good relationships with their pupils and foster a positive climate for learning.
- Teaching assistants make an effective contribution to pupils' learning.
- Procedures to monitor pupils' progress are very good in English and mathematics and good in science and design and technology but they are underdeveloped in other subjects.

Commentary

14. The good teaching and learning reported at the time of the last inspection have been maintained. In all lessons seen, teaching and learning were at least satisfactory. Nearly nine out of ten lessons observed were at least good, including a small number of very good lessons. The very high proportion of good teaching seen is an improvement since the last inspection, although the proportion of very good teaching shows a drop. The good teaching was spread across all subjects observed and all classes. Teaching and learning are good in most areas of learning in Reception. Teaching in English and mathematics is good, with instances of very good teaching. Teaching in science is good overall and very good in Years 5 and 6. All teachers work well together and there are many strengths in teaching that contribute well to pupils' learning.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (15%)	25 (73%)	4 (12%)	0 (0%)	0 (0%)	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.

15. Teachers have high expectations of pupils' behaviour and insist that they work hard. The productive and purposeful learning environment found in all classes is achieved through good organisation of pupils' learning, effective management of behaviour and warm and positive relationships. Consequently, pupils consistently show positive attitudes towards the tasks in hand.
16. Teachers have good knowledge of the subjects they teach and plan work carefully to ensure that the pupils acquire appropriate knowledge and skills. The teaching of basic literacy and numeracy skills is good. Lessons are well prepared and have clear objectives so that pupils understand what they are expected to learn. Teachers use a good range of teaching methods. They successfully promote pupils' learning through good questioning and effective use of a good range of teaching resources. In some classes teachers make good use of interactive whiteboards but in general teachers make insufficient use of ICT to support pupils' learning. They manage the contributions of teaching assistants well. Teaching assistants work well alongside class teachers and interact with pupils, helping them with their learning. They often work with specific pupils whilst the rest of the class is being taught together, enabling these pupils to understand the points being taught and to contribute to the lesson.
17. Teachers encourage pupils to work both independently and co-operatively, providing them with good opportunities to understand new ideas through discussion with their peers. Lessons usually contain a good balance between contributions from teachers and opportunities for pupils to work on tasks. Occasionally teachers get this balance wrong, providing too much explanation and exposition and limiting opportunities for pupils to participate.
18. Pupils with special educational needs are taught well and are included fully in all activities. Good support, provided either in class or by individual or small group teaching, enables pupils to make good and, on occasions, very good progress in terms of prior attainment and targets set in individual education plans. Teachers provide equally well for higher-attaining pupils, who are given tasks well matched to their stages of learning.
19. In lessons, pupils' learning is monitored regularly to assess their grasp of the learning objectives and to ensure that pupils are provided with suitable work. Information gained from this process is used in planning the next steps in pupils' learning and in English and mathematics to set targets for improvement. Teachers are beginning to encourage pupils to assess their own work but the school acknowledges that this is an area for development. However, in design and technology, there are good opportunities for pupils to evaluate their own work and in English, teachers' marking helps pupils improve their work.
20. Assessment procedures are good. Systems for checking and tracking pupils' progress over time are very good in English and mathematics and good in science. These have a very positive impact on the achievement of pupils. However, higher achievement in most other subjects is held back by the lack of sound measures to assess pupils' performance. For example, in ICT, teachers do not assess pupils' achievement against National Curriculum expectations so the school is unable to give a clear view of how well pupils are doing compared with standards expected nationally. Design and technology is an exception, as good use is made of its procedures to assess pupils' knowledge, understanding and skills.

The curriculum

The curriculum is good, with good opportunities for enrichment. Some aspects of the ICT curriculum are not covered in sufficient depth. Resources are good and the accommodation is satisfactory.

Main strengths and weaknesses

- The curriculum is broad and generally well balanced and is well matched to pupils' individual needs.
- Elements of the ICT curriculum for older pupils are not covered sufficiently.
- A varied and extensive range of activities enriches the curriculum.
- Provision for pupils with special educational needs is good.
- Good provision is made for pupils' personal, social and health education.

Commentary

21. Children in Reception are given a good range of activities that covers all required areas of learning. The curriculum for pupils in Years 1 to 6 is broad and well balanced, has appropriate emphasis on literacy and numeracy, and meets statutory requirements. In addition, the school provides French for pupils in Year 4 onwards, together with German in the summer term for those in Year 6. Whilst overall provision in ICT meets requirements of the National Curriculum, several elements, including that of 'control technology', have not been covered sufficiently to enable pupils now in Year 6 to attain the standards of which they are capable. In keeping with its very inclusive nature, the school ensures all pupils are included fully in all activities. The school provides well for pupils' personal, social and health education. Provision meets requirements relating to sex and relationships education and places good emphasis on the safe use of drugs and medicine. The school is currently in the early stages of reviewing the requirements for it to gain the 'Healthy School' award.
22. Teachers make good use of national strategies for literacy and numeracy, together with a comprehensive range of schemes of work. Such documentation helps ensure the systematic development of pupils' skills, knowledge and understanding as they move through the school. The resulting planning of lessons is both thorough and detailed and, in the core subjects of English, mathematics and science, incorporates very good provision to assess what pupils know and can do and how their learning can be developed further. Links made between subjects are good.
23. The school complies fully with the requirements of the Code of Practice for pupils with special educational needs. Individual education plans are well written and targets are clear, realistic and measurable. Such plans are written with the participation of parents and pupils and are reviewed termly. The good number of knowledgeable and experienced teaching assistants make a significant contribution to providing good support for these pupils. The school provides equally well for higher-attaining pupils, an improvement since the last inspection.
24. The curriculum is enriched by a good range of out-of-class activities. These many and varied activities are offered in the form of clubs that are attended well by both boys and girls. Of particular note is the fact that over a quarter of pupils have instrumental tuition. A good number of interesting and enjoyable educational outings are arranged, including two residential trips for older pupils.
25. The school has a good ratio of teachers and teaching assistants. Whilst accommodation is satisfactory overall, the lack of an adequate hall hinders pupils' learning in some aspects of their education. In addition, the space in one of the classrooms is very cramped. Staff work hard and with success to create a good learning environment for pupils. A notable improvement since the last inspection is the provision of a secure outdoor play area for Reception children. Access to and within the school buildings is very restricted. Outdoor provision is good. Pupils benefit from a large field, a swimming pool and garden areas. Resources are good, particularly in ICT.

Care, guidance and support

The school pays very good attention to the health and safety, care and welfare of its pupils. Pupils receive good support for their personal and educational needs. Good account is taken of pupils' views.

Main strengths and weaknesses

- Staff and governors work very hard to make the school a safe working environment.
- Pupils are very confident expressing their views because they feel they are always listened to.
- Parents readily acknowledge that teachers go out of their way to ensure their children are happy and well cared for and achieve at the rate they should.

Commentary

26. Very good attention is paid to identifying and eliminating health and safety hazards in school. Governors have, out of necessity, given much time and thought to re-locating the school in the village but in the meantime have not lost sight of what is happening to the present school buildings. Their risk assessments are thorough, detailed and carefully monitored. As a result, the school is safe, attractive and an orderly place to learn. In addition, the very good attention given by staff and parents to road safety and car park control helps ensure pupils get to school safely and on time. The governors have put together an 'Accessibility Plan' to show what is needed to meet the requirements of the Disability Discrimination Act. However, the current re-building plans have, to a great extent, stalled practical progress on this.
27. There are good systems to help pupils get on with each other. Pupils have faith in the adults in school, confident that they will help them over any difficulties they may face. Pupils would not hesitate to report an instance of bullying or oppressive behaviour and would trust the staff to deal with the problem. The school council is used well to consult with pupils over a variety of matters and to give them an insight into democratic systems.
28. Good efforts are made, through liaison with parents and health agencies, to ensure that pupils with specific medical needs receive the care they need to take a full part in school activities. First aid in school is carried out efficiently by a good number of well-trained staff. Child protection procedures are very good. Staff are very mindful of their responsibilities towards children at risk and are alert to any unusual patterns of behaviour or conduct. They listen closely to what children say and are careful to report any concerns to the headteacher. Support and guidance for pupils with special educational needs are good. The school makes good use of specialist agencies to support further the good expertise within the school.
29. Pupils receive satisfactory guidance on how to improve their work. Teachers frequently help pupils gauge how well they have done in relation to the main objective of a lesson or unit of work. However, this good practice is not always sufficiently focused on helping individual pupils understand exactly what is needed to improve their work. There are good arrangements for children starting school. Parents who gave their views to inspectors commented favourably on the help and guidance they receive at this key time.

Partnership with parents, other schools and the community

The links with parents and the community are very good and support pupils' learning very well. Links with other schools and colleges are good.

Main strengths and weaknesses

- Parents are impressed with the way the school is run and what it has to offer their children.
- The headteacher and governors have worked very hard and successfully to enlist the support of the local community in the future development of the school.
- The parent-teacher association is thriving and generates considerable funding for the school.

Commentary

30. Parents have very favourable views on the work of the school. They are especially pleased with the quality of teaching and the way the school encourages pupils to behave well and work hard. The school is supported very well by parents who contribute much time and energy towards making it a friendly and well-resourced place in which to learn. Under the strong leadership of the headteacher, the staff and governors have worked productively with the local community to establish a new site in the village for the new school building.
31. Co-operation between home and school is very good. Homework and reading diaries are used well by staff and parents to resolve minor misunderstandings about homework and other routines, preventing these from escalating into concerns or complaints. The end-of-year reports form a good basis for constructive discussion at the regular parent-teacher consultation sessions. The informative governors' annual report and the more concisely worded prospectus contain all the information parents must by law receive from the school. Good information is provided for parents of pupils with special educational needs. These parents are involved well in the arrangements to help their children. They are consulted fully about their children's individual education plans and play an important part in the regular reviews. Newsletters encourage all parents to feel they have a part to play in the success of the school. All this information, together with regular updates on the curriculum and the good, controlled, access parents have to the staff and the school, mean that parents have plenty of opportunities to discuss their children's progress, are kept well informed about what they are doing and are thus better prepared to help them at home.
32. Events hosted by the very supportive parent-teacher association, such as the seasonal festivals, discos and sponsored events, enable the whole community to socialise, have fun and at the same time raise substantial amounts of money. Parents rally round in other very practical ways. They provide a rota of supervision at the swimming pool; they help on school trips and a number have volunteered to undergo road safety training so that there are parents able and willing to help with crossing patrol duties.
33. Additional links with the community and outside agencies such as 'Relate', the police and fire brigade underpin the curriculum, particularly in personal, social and health education. With the support of a local horticultural society and a local garden centre, pupils work to improve the appearance of the school and to help the community at large become more environmentally aware. The school also arranges a broad range of day visits during the year. The lack of facilities for the disabled prevents the use of the school buildings by certain sectors of the community. Links with other schools are good, particularly for children starting school. Parents appreciate these arrangements. There are joint staff training days with neighbouring infant and junior schools where ideas are exchanged and joint solutions are found to common problems. The school provides regular placements to college and A-level students. There are good opportunities for pupils to take part in local artistic and sporting activities, which make a strong contribution to their personal development.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good. The headteacher provides the school with very strong and positive direction. The governance of the school is very good. The school is well managed.

Main strengths and weaknesses

- The headteacher provides very good leadership.
- Teamwork is good, with all staff working well together for the benefit of the pupils.
- Senior management, staff and governors have a strong commitment to school improvement, high standards and inclusion.
- The governing body makes a very effective contribution to the work of the school.
- The school's finances are managed very well.

Commentary

34. The headteacher is a very effective and positive leader. She gives very clear educational direction, promoting a strong sense of teamwork and shared vision. Her high expectations for pupils in terms of their personal and academic development are significant factors in promoting the school's positive ethos and pupils' good achievement. She has the full support of teachers and other staff. Parents and governors have full confidence in the leadership of the school. Commitment to inclusion is very good because senior management, staff and governors strive to achieve the best for all pupils. The headteacher and staff know all the pupils individually and work hard to support and promote the wellbeing of all, identifying and supporting their learning and personal needs.
35. The school is very focused on self-improvement. This is seen, for example, in the way the school responded well to the issues raised by last inspection, in its high aspirations for pupils and in its continuous efforts to build upon existing successes. School improvement planning is good, in part because it is the result of the involvement of the whole-school community. The current plan identifies targets for action that are firmly linked to improving pupils' learning. The headteacher leads the development of the whole curriculum very well and provides good support for teachers in fulfilling their subject leadership roles.
36. The school is well managed and organised and runs smoothly. The headteacher is supported by a very able deputy who provides a very good role model for other staff, both as a teacher and a manager. Performance management procedures are very well established and conducted in a climate of support and development. There are secure links through this process with training, which is well organised and provided for all staff. Staff new to the school and to teaching are well supported. Teamwork is a strong feature of the school and staff work well together for the benefit of the pupils.
37. The headteacher delegates responsibilities appropriately. Although the school is small and most staff have multiple responsibilities as well as their class teacher roles, management of the curriculum is good. The co-ordinators of English, mathematics and science lead and manage their subjects very well. The school's success in raising achievement and standards in these subjects is due to a large extent to their efforts. Likewise, the efforts of the new ICT co-ordinator are having a strong impact on provision. Provision for children in the Foundation Stage is well managed. The school's good provision for pupils with special educational needs is managed well by the recently appointed co-ordinator and complies with statutory requirements. Procedures and documentation are thorough and well organised.
38. The school has some effective systems for evaluating its own performance and checking how well it is doing. It has appropriate strategies for monitoring its work. These include a programme of monitoring teaching, learning and planning and of sampling of a variety of pupils' work. The school makes very good use of its analysis of assessment data in English, mathematics and science. However, it does not evaluate standards in other subjects well. In addition, measures to judge how effective the school improvement plan are not always robust enough to judge their impact on pupils' achievement.

39. Governance of the school is very good because the governing body works very effectively to improve the school further. Governors are very knowledgeable about the school because good procedures keep them well informed of the school's strengths and areas for development. Visits to the school, links with subject co-ordinators and with classes, clear and readable reports from the management and up-to-date information from the clerk to the governors help raise their awareness and keep them well informed. The governing body has very efficient procedures for conducting its business and ensuring that statutory responsibilities are met. Significant aspects of governance are delegated to appropriate committees. The governing body is very supportive and works closely with the headteacher in planning and making decisions about the future direction of the school. They are fully involved in consulting parents and staff while preparing the development plan. Along with the headteacher, they review performance data, keep a keen eye on progress towards the objectives in the school improvement plan and set targets.
40. The school's finances are managed astutely. The governing body is well informed and oversees financial matters effectively. These decisions are firmly based on the school's carefully considered educational priorities. The school administrator's expertise is very useful in budget planning and ensuring that financial administration is efficient and financial control is secure. The school has good procedures for monitoring the budget. Best value principles are fully appreciated and good procedures help ensure that these principles are an integral part of management and widely applied. The school gives good value for money.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	537,017
Total expenditure	555,776
Expenditure per pupil	2,751

Balances (£)	
Balance from previous year	26,345
Balance carried forward to the next year	7,586

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good. It has improved well since the last inspection, notably in the quality of teaching and in its accommodation. At the time of this inspection there were 25 children in the Reception class. Attainment on entry is generally above the level expected nationally for children of this age. The quality of teaching and learning is good overall, with instances of very good teaching. The teaching assistant makes a very good contribution to children's learning. Children's attitudes are good and their behaviour is very good. Children achieve well and make good progress in most areas of learning. Children with special educational needs receive good support and make progress as well as their peers. Children generally achieve the expected goals in all areas of learning and, at the time of the inspection, they are already working on the programmes of study in the National Curriculum for Year 1.

Leadership and management of the Foundation Stage are good. The curriculum is good and is planned in line with national guidance for the Foundation Stage. Staff work as a team to provide children with a broad range of learning experiences. Resources and indoor accommodation are satisfactory. The school has worked hard to create a suitable outdoor learning area but there is still no provision outdoor for activities such as climbing, balancing or swinging activities. Procedures to check on children's progress are satisfactory. There are good arrangements with parents when children start school. Transition arrangements to Year 1 are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well and they make good progress because teaching is good.
- Children form very good relationships with adults and their behaviour is very good.

Commentary

41. Good teaching and learning enable children to achieve well. Their attainment is above nationally expected levels. All adults establish very good relationships with the children and this contributes to their good sense of security and gives them a positive start to school life. Children like coming to school because they enjoy the range of activities organised for them. Adults communicate their own enthusiasm well so children are interested and keen to learn. Children develop their concentration well and co-operate well with others in informal play and in directed activities. In the role-play areas, such as the café, children co-operate well, writing the menu, taking orders and serving the food. Children show levels of concentration and perseverance beyond their years, for example, when completing a range of puzzles. Behaviour is very good because children receive firm guidelines and respond well, developing their independence and awareness of the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's achievement is good, reflecting the good teaching they receive.
- Children make good progress learning to read and write.
- Children develop confident speaking skills because the opportunities to communicate with others are well planned.

Commentary

42. Standards are above nationally expected levels. Children achieve well because there are good opportunities for them to develop their language and communication skills. Teaching and learning are good. For example, children have many enjoyable opportunities to develop their conversation skills. During the role-play activities, such as 'Tatsfield Surgery' or the journey on the class bus, all children communicate well with others. They negotiate, plan and use questions well and perform confidently in front of others. During an assembly, the whole class recited a poem, using expression and movements well to communicate to others. Adults constantly challenge children to respond to questions and explain their ideas. Consequently children develop confidence in speaking, using a wide range of vocabulary. Children develop a positive attitude to stories and books and make good progress learning to read. They identify their favourite books such as 'Power Rangers,' 'Princess' and 'Caterpillar'. Children confidently talk about the characters and events in stories. Parents make a valuable contribution, helping their children with their reading. There are many well-planned opportunities for children to attempt writing for different purposes, for example, when in 'the surgery', they write notes on the patient. Consequently they make good progress learning to write. They can all write sentences with capital letters and full stops. Most children's writing skills are above those expected for their age.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good, with well-planned activities that help children achieve well.

Commentary

43. Standards exceed nationally expected levels in this area of learning because good teaching ensures all children learn and achieve well. Children make good progress, learning to recognise and use numbers and building well on their prior attainment. Children enjoy the well-planned activities and they are continually encouraged to recognise and use numbers in their games. Most children count confidently up and down and add and take away numbers under 20. Lower-attaining children can take away from five. Good planning provides appropriate opportunities for children to use and recognise shapes. Adults constantly challenge the children to identify shapes in their classroom and outdoor play area. Children enjoy the activities such as the 'guess the shape' game. Consequently, children develop a good understanding of shape for their age. The more able can recognise and describe a few three-dimensional shapes and the majority recognise basic two-dimensional shapes and can describe their properties well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good so children make good progress learning about the wider world.
- More able pupils do not achieve as well as they could in ICT.

Commentary

44. Standards are above those expected nationally. Children achieve well because teaching is good. They learn well because they benefit from a range of opportunities to develop their knowledge and understanding of the wider world. For example, in one good lesson the teacher built well on children's prior knowledge as they enjoyed tasting a variety of food and learning about the tongue and taste buds. Children are aware of healthy foods because they plan meals and keep a diary of food they eat. The teacher provides very good opportunities for children to design and make a range of objects using different tools and resources. As a result, children achieve well above expected standards. Children's ability to draw their designs is well above that typically found. Children have sound opportunities to develop their ICT skills and standards are as expected. For example, children use computers to draw plants and write their own name. However, more able pupils are not always challenged sufficiently in this aspect of their learning. The majority of pupils know their birthdays and can name the days of the week, season and year because the teacher refers to them every day.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is no outside provision for children to practise balancing, climbing or swinging skills.

Commentary

45. Teaching, learning and achievement are satisfactory. There are shortcomings in provision because there is no allocated outdoor space for Reception children to develop their confidence and competence in swinging, climbing and balancing skills. Children use the gymnastic equipment in the hall for these activities but they cannot do this every day. They make satisfactory progress in developing basic skills such as sending and receiving small equipment and standards seen are typical of those expected for children of their age. There are appropriate opportunities for them to practise their throwing and catching, chasing, kicking and rolling skills. All children are able to dress and undress independently. They have appropriate opportunities to use their skills in using small tools such as pencils, scissors and brushes. Children are encouraged to shape and join materials. They learn to recognise and position shapes well because they enjoy the challenging puzzle-making sessions, working either independently or with a partner.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children gain rich experiences from their role-play activities.
- Opportunities for music are less well developed.

Commentary

46. Teaching and learning are satisfactory, as is children's achievement. Standards in different aspects of this area of learning vary but overall they are at the nationally expected level. There are appropriate opportunities for children to use their imagination and explore a range of media and materials. Children create simple pictures, mixing and using paint. Displayed art work shows that children have had opportunities to make simple collages and to experience printing. The quality of their painting, using wool and felt shapes, is good. They learn a range of songs but this area is less well developed and opportunities to play a range of musical

instruments are limited. There are good opportunities for children to use their imagination in the role-play and sand tray areas and this aspect is a strength. During the inspection the whole class were involved in a complex story that they made up themselves. The story involved a bride, a bus journey, a trial and a wedding. The children decided the order of the service and had a prayer and a hymn during the ceremony. There were high levels of co-operation and social interaction amongst the whole group.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good, with very good features**.

Main strengths and weaknesses

- Standards in Year 2 are above those expected nationally, and in Year 6 they are well above.
- Standards in reading at the end of Year 6 far exceed those expected of pupils of this age.
- Good teaching across the school produces positive attitudes to learning and good achievement.
- Leadership and management are very good.

Commentary

47. Results of end-of-year assessments in 2004 showed standards in reading and writing for seven-year-olds to be well above average when compared with all schools nationally, and above average when compared with similar schools³. Results for eleven-year-olds were well above national averages and matched those of similar schools⁴. The attainment of current Year 2 pupils is above nationally-expected levels in all elements of the English curriculum and the attainment of pupils now in Year 6 is well above that expected for their age. Inspection findings are confirmed by the most recent statutory national assessments (2005), for which no national data is yet to hand. Results for both age groups maintain the noteworthy levels of recent years and mark an improvement on the standards of eleven-year-olds as reported at the time of the last inspection.
48. Achievement is good. Across the school, pupils with special educational needs are identified early and are given good support to develop their literacy skills. They make good progress and achieve well in terms of prior attainment and targets in their individual education plans. Several of these pupils in Year 6 achieve exceptionally well in reading as they not only reach nationally-expected levels but go on to a higher level of performance. More able pupils achieve well, particularly in reading. Teachers provide activities that give sufficient challenge for more able pupils. There is no difference between the achievement of boys and girls.
49. In speaking and listening – an ongoing focus for the school – pupils make steady progress as they move through the school. Attainment at the end of Years 2 and 6 is above nationally expected levels and represents satisfactory achievement. Pupils are articulate and speak confidently. They listen attentively. In class, pupils contribute enthusiastically and explain ideas clearly. Good use is made of ‘talking partners’ with whom pupils discuss and consider responses to questions and tasks given them. Pupils co-operate well in discussions, taking turns to speak and valuing each other’s opinions. Pupils have many opportunities to speak confidently to an audience. For example, pupils in Year 3 worked in pairs on presentations about how they would improve features of the school, including the dining hall and playground.
50. The last inspection reported a lack of interest in reading amongst many boys. This is certainly not the case now! The school has successfully developed a love of literature amongst pupils.

³ Schools with similar proportion of pupils eligible for free school meals.

⁴ Schools whose pupils attained similarly in the national tests at the end of Year 2.

Imaginative strategies to promote enjoyment of reading include the 'Outernet' club – attended mainly by boys. Pupils attending read fiction texts avidly and then access secure and dedicated Internet sites in order to solve problems within the books before being able to continue with the story. Standards in Year 2 are above expected levels. Pupils summarise stories and predict events as they read, using the full range of cues to help them work out unfamiliar words. They express preferences clearly and tackle reading tasks with much enthusiasm. Pupils now in Year 6 achieve very well in reading. Attainment far surpasses levels expected for their age. In recent assessments, nearly three-quarters gained the higher level of performance. Pupils discuss events and characters confidently and when reading, they demonstrate a clear understanding of how punctuation determines the way text is to be read. Pupils deduce meanings beyond the text and skim and scan passages to elicit information. Across the school, pupils make good use of the school's computerised system for withdrawal and return of library books.

51. The standard of pupils' writing at the end of Year 2 is above that expected of seven-year-olds. The proportion of pupils gaining the higher level (Level 3) in the latest national assessments was the highest the school has had, and reflects the school's continuing priority to raise standards in writing and ensure pupils achieve at the level of which they are capable. Pupils are given good opportunities to write for a range of purposes. Their writing is thoughtful and imaginative and they are encouraged to use interesting words wherever possible. Attainment at the end of Year 6 is above the nationally expected levels. Pupils clearly benefit from being taught in writing sets twice a week in Years 5 and 6 where, because teaching groups are much smaller, teachers can focus closely on the specific needs of pupils in a much narrower ability range. Pupils undertake a great deal of extended writing tasks across several genres, and produce many good examples of writing across the curriculum. Good attention is paid to spelling and pupils enjoy using a thesaurus to find words to enliven their writing. The quality of presentation and of pupils' handwriting is good.
52. During the inspection, teaching of English was consistently good, with examples of very good teaching. Consequently pupils learn well. Features common to the good practice observed were:
- teachers' very good knowledge of the subject;
 - thorough planning with clear learning objectives that provide appropriate challenge for pupils at all stages of learning, ranging from those with special educational needs to higher attaining pupils;
 - teachers' high expectations of pupils' performance and behaviour;
 - good support of pupils with special educational needs, enabling them to be included fully in all activities;
 - very good marking that encourages and helps pupils improve their work; and
 - very good relationships where teachers know pupils well and are able to motivate them to work hard and achieve their potential.
53. The subject is very well led and managed, resulting in good improvement since the last inspection. Assessment procedures are very good, with very good systems for monitoring pupils' progress in terms of National Curriculum levels. Careful and regular monitoring of teaching and learning, together with very good use of information from assessments, is used to track pupils' progress, modify curricular provision and set targets for learning.

Language and literacy across the curriculum

54. This is good. Other subjects contribute well to pupils' literacy skills. For example, in science and in design and technology, pupils discuss investigations and products made and record their findings and evaluations in a variety of formats. Extensive writing is undertaken in geography, history and religious education. In some instances, pupils' work is word-processed to enhance appearance.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Year 6 are well above those expected nationally.
- Pupils' achievement is good because teaching is good and assessment information is used very well.
- Teachers make insufficient use of ICT to support pupils' learning.
- Leadership by the co-ordinator is very good.

Commentary

55. The school has been very successful in tackling the key issue from the previous inspection to raise standards in mathematics. Standards by Year 6 are well above those found nationally and are higher than those at the time of the last inspection. National test results were above the national average in 2004 and were well above average in each of the three previous years. When compared to those of schools having similar prior attainment in Year 2, results in the Year 6 tests in most of the recent years were above average.
56. Inspection findings, confirmed by the most recent national test results (2005), indicate that nearly all Year 6 pupils achieve at least the expected level (Level 4) and that close to half the year group achieve the higher Level 5. Pupils' attainment is particularly strong in their number work. In part this is due to the good teaching arrangements in Years 5 and 6 where pupils are taught in ability groups for their number work. Nearly all pupils have a good grasp of operations with decimals, percentages and fractions and can complete written calculations accurately. They can use a variety of mental and written strategies to solve problems and use appropriate mathematical language to explain their methods. A high proportion of pupils achieve above expected standards, for example, in their ability to use algebraic formulae.
57. Standards in the current Year 2 are above nationally expected levels and are also higher than those found at the time of the last inspection. In the 2004 tests, results were well above the national average. All pupils achieved at least the expected Level 2 and the proportion of pupils achieving above this was well above average. Results compared favourably with those of similar schools⁵. Although inspection findings and recent national assessments indicate that standards in the current Year 2 are not as high as last year, nearly all pupils in Year 2 are working at least at the expected level (Level 2) for their ages. Nearly all have a sound understanding of place value and are confident with numbers to 100. Many are developing a sound understanding of multiplication and division. A good proportion of the year group achieve above expected levels.
58. Pupils' achievement has improved since the last inspection and is now good. Pupils of different abilities achieve well because teaching is good and the school makes very good use of assessment information. Tasks and activities in lessons are well matched to pupils' different learning needs, helping pupils make good progress in lessons. The achievement of pupils with special educational needs is good because they are well supported. Teachers provide activities that give sufficient challenge for more able pupils and the proportion of higher-

⁵ Schools with a similar proportion of pupils eligible for free school meals.

attaining pupils in the national assessments has increased significantly in recent years. In particular, the school has been successful in raising the achievement of boys, and boys now progress as well as girls.

59. Teaching and learning have improved since the last inspection and are now good. Teachers have very good relationships with their pupils and promote a positive ethos for learning so pupils learn well. Pupils are keen and enthusiastic and respond well to their teachers' high expectations. The learning objectives give a clear focus to all lessons so that pupils know what they are expected to learn. Teachers use a range of effective teaching methods and resources to help pupils learn. They make good use of support assistants, who make a valuable contribution to pupils' learning, particularly that of the lower-attaining pupils. Although teachers make good use of interactive whiteboards to aid whole-class demonstrations in classes where they are available, generally teachers miss many opportunities to take advantage of ICT to support pupils' learning. Teachers undertake regular assessments of pupils' achievements and make good use of this information in planning the next steps in pupils' learning. There is a very good school system for tracking pupils' performance and monitoring their progress in terms of National Curriculum levels. Management uses information from these assessments very well to set targets for improvement.
60. There has been good improvement since the last inspection because the subject is very well led and managed. A combination of effective monitoring of standards and teaching, very good use of assessment information, clear action planning and strong commitment to raising standards has enabled the school to tackle very successfully the issues of underachievement that were raised.

Mathematics across the curriculum

61. This is satisfactory. There are good opportunities in science and design and technology for reinforcing and using mathematics but these are less well planned for in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in Year 6 are well above those expected nationally and in Year 2 above.
- Achievement is very good in Year 6 because of the very good teaching in Years 5 and 6.
- Leadership and management are very good.
- There are good links with other subjects but ICT is not used effectively to support learning.

Commentary

62. Since the last inspection there has been good improvement, notably in standards and in the quality of teaching. Standards by Year 6 are well above nationally expected levels and are higher than at the last inspection. Results in the national tests over the last three years in Year 6 indicate that the school has maintained standards well above those found nationally. The 2004 results were well above the national average. Inspection findings are confirmed by the most recent statutory national assessments (2005). Although no national data is yet to hand, results are impressive, with all pupils achieving at least the expected Level 4 and nearly three-quarters of the year group achieving the higher Level 5. Year 6 pupils have a very good understanding of scientific procedures. They talk confidently about all aspects of science, using scientific vocabulary well when explaining investigations they have done. Standards by Year 2 are above those expected nationally. Most pupils in Year 2 have a good understanding of the importance of a fair test. They can plan a simple investigation to test how far cars travel on different surfaces and have learnt to measure and record their results.

63. Achievement in Year 2 is good. Pupils in Years 1 and 2 make good progress in developing their scientific understanding. Pupils continue to make good gains in their learning as they enter the junior ages and make more rapid progress in Years 5 and 6. For example, in a very good lesson the teacher's clear style and high expectations ensured Year 5 pupils responded like junior scientists, dissecting petunias with remarkable care and precision for their age and identifying the male and female sections of the plant accurately. They all made impressive gains learning about parts of a flower and how a flower reproduces. Achievement is very good in Year 6. Pupils with special educational needs make the same progress as their peers and many also achieve the higher levels. There is no difference between the achievements of boys and girls.
64. Teaching and learning are good overall and very good in Years 5 and 6. Pupils enjoy science, have very good attitudes and consequently they learn well. Generally teachers have good knowledge of the subject and use it well to help develop pupils' understanding through very challenging problem-solving activities. In a very good Year 6 lesson, pupils used available evidence and their scientific knowledge to determine the best sugar to use for the teacher's chocolate drink. They considered the size of the particles, the temperature, the time the sugar took to dissolve and the calorific value. They could give scientific reasons why the sugar with the smallest grains would dissolve more quickly. Assessment procedures are good. Procedures to monitor pupils' progress and use the information to ensure that pupils of all abilities are given appropriate tasks are well developed. There are good links with other subjects. The use of literacy and numeracy skills to support pupils' learning is consistently good. There are good opportunities for discussions in group or with partners. Pupils draw graphs and tabulate measurements to record their observations which are then used to guide conclusions from their investigations. There are very good links with design and technology and sound links with art and design and geography. However, ICT is not used well.
65. Leadership and management are very good. The co-ordinator is experienced and has very good knowledge of the subject. Her vision and specialist knowledge have helped to give the subject a high profile throughout the school. The co-ordinator achieves a very good overview of standards by monitoring science lessons and assessment data. There has been good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

As only two lessons were observed, no overall judgement can be made regarding provision or teaching. However, inspection evidence indicates strengths and weaknesses in provision.

Main strengths and weaknesses

- Standards of attainment in Year 6 are below those expected nationally and represent unsatisfactory achievement.
- For older pupils, certain aspects of the curriculum are not covered in sufficient depth.
- The ratio of computers to pupils has improved since the last inspection, and is now good.
- The school has yet to implement an agreed whole-school approach to assessment.

Commentary

66. Since the last inspection, the school has improved significantly the number of computers available to pupils, to a position where the computer-to-pupil ratio is better than the national figure. In addition to the free-standing computers in each classroom, and the mini-suite of computers in the library, the school has purchased a portable suite of laptop computers. Further improvements include interactive, computer-assisted whiteboards which are used well to enliven teaching and learning across the curriculum.

67. Achievement in Year 2 is satisfactory. When last inspected, pupils at the end of Years 2 and 6 were reported to make sound progress and attain standards in line with those expected nationally for their ages. Whilst progress and standards for current seven-year-olds have been maintained, inspection evidence confirms that the attainment for pupils now in Year 6 does not meet the nationally expected levels of performance overall. These pupils do not achieve as well as they are able.
68. During the inspection, pupils in Year 6 were pleased to show the results of multimedia presentations they had saved to disc and spoke with enthusiasm about the many times they had accessed the Internet to research information to support learning in several subjects. Work in books and on display show that pupils often use sound word-processing skills to present their finished product. However, eleven-year-olds have not had sufficient experience of using technology to make things happen to reach the levels appropriate for their age. Further to this, not enough work has been carried out using sensors to monitor changes and levels in temperature, speed, sound or light (activities that are often linked with science or design and technology), or of work involving spreadsheets. The lack of experience has, in the main, been due to a lack of software and equipment. This situation has now been rectified with the recent purchase of relevant resources, which are starting to be used to good effect.
69. In a very good lesson, pupils in Year 5 responded with much enthusiasm to very good teaching as they devised and implemented a sequence of procedures to control sets of traffic lights. All pupils were included fully and performed at levels above those expected for their age. A similar response was seen in a challenging lesson involving Year 4. Having taken pulse rates before and during a variety of activities, pupils worked in pairs to create a data base of their findings which they then transformed into bar graphs and pie charts, to which they added (by word processing) a simple explanation.
70. The subject is well led and managed. The recently appointed subject co-ordinator is well qualified and experienced and sets a very good example through his own teaching of ICT. He has a very clear picture of the subject's strengths and needs and is taking relevant action. The school is now in the early stages of developing a whole-school approach to assessing what pupils know and can do in the subject. With his guidance, the school is well positioned to make further gains in terms of raising standards and enabling pupils to achieve their full potential in ICT.

Information and communication technology across the curriculum

71. Some teachers make good use of interactive whiteboards to support teaching and learning. Pupils make effective use of word-processing programs in order to present work to good advantage and show sound skills in accessing secure Internet sites for research. However, the school recognises the need for further development in the use of ICT to support pupils' learning.

HUMANITIES

Four lessons were seen in this curriculum area: three in religious education, one in geography and none in history. Religious education is reported upon in full. Geography and history were sampled.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Visits enhance pupils' understanding of other faiths.

Commentary

72. Standards in Years 2 and 6 meet the locally agreed expectations for the subject, as they did at the last inspection. Pupils in Year 6 can recall some facts about Islam. For example, they know that people have to remove their shoes before entering a mosque, and wash before reading the Qu'ran. Discussion with Year 6 pupils indicates that they have a sound awareness of different religious beliefs and some knowledge of customs and procedures. Their knowledge of different religions and ability to apply what they have learnt to current everyday life is, however, limited. Year 2 pupils have a sound understanding of special occasions and write sound accounts about them.
73. Pupils' achievement is satisfactory. Pupils with special educational needs achieve as well as their peers. Teachers' planning is based on the locally agreed syllabus, supported by national guidelines, helping pupils make sound progress as they go through the school. Analysis of pupils' work shows an appropriate balance between learning about Christianity and learning about other major faiths.
74. The quality of teaching and learning is satisfactory, with instances of good teaching. When teaching and learning are good, resources are used well, explanations are clear and there are good opportunities for pupils to discuss their ideas with a partner. For example, in a good lesson in Year 1, the teacher communicated her enthusiasm well and provided good opportunities for pupils to reflect on the Shabbat ceremony. Pupils made good gains in their learning. For example, more able pupils were able to discuss abstract concepts such as compassion and mercy. In a good lesson in Year 3, pupils gained a good understanding of the importance of the Bar Mitzvah in the life of Jews. Lesson planning is satisfactory but sometimes there is an over-emphasis on learning about different faiths and less on what can be learnt from them. In an otherwise satisfactory lesson in Year 6, the lesson focused on learning facts about Islam but with little opportunity to discuss and explore issues. Visits to places of worship of different faiths are used well to bring learning to life. Pupils' literacy skills are often used well. For example, Year 3 pupils wrote a leaflet as if they were a rabbi, inviting people to worship and to visit the synagogue. Weaknesses in teaching include too much reliance on worksheets and not enough use of ICT.
75. Leadership and management are satisfactory. The co-ordinator has undertaken some monitoring activities, for example, of pupils' work but there are no whole-school procedures to assess pupils' achievement and progress. Improvement since the last inspection is satisfactory.

Geography

76. Standards in geography are as expected nationally by Year 2. Pupils' achievement is satisfactory. Work in pupils' books shows that receive a satisfactory curriculum, covering a sound range of themes and skills. Although the planned curriculum is based on national guidance, planned activities do not always ensure that pupils' skills are sufficiently built upon in ways that get progressively harder. Nevertheless, the quality and range of work improve noticeably by Years 5 and 6 and standards are above expected levels by the end of Year 6. Pupils have a good understanding of location and good range of knowledge of their local area, contrasting areas in the United Kingdom and other countries. They use maps well. In their work on rivers and mountains, for example, Year 6 pupils develop a good knowledge of the technical language and explain physical processes well in words and diagrams. Pupils show good geographical knowledge and awareness of important environmental issues. Teaching was good in the one lesson seen. Although the teacher made effective use of the Internet in this lesson to promote pupils' research skills, in general, teachers miss many opportunities to use of ICT to support pupils' learning. There are some effective links with other subjects and good opportunities for the development of pupils' writing skills, particularly in Years 5 and 6. A range of visits enhances learning. Resources are generally good.

History

77. In history, analysis of pupils' work indicates that pupils cover a sound range of work and have a good understanding of times past. The subject makes a good contribution to developing pupils' literacy skills. Year 6 pupils compare the lives of slaves with citizens in Ancient Greece. Year 2 pupils write a newspaper article about the Great Fire of London. There are good links with the local community and pupils interview residents about life in Tatsfield. Visits and visitors enhance learning, for example. Year 1 pupils visit Hastings as part of their study of seaside years ago and older pupils visit the British museum. In the autumn term, visitors help pupils reflect and reinforce their learning through role-play and drama sessions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Four lessons were seen in this curriculum area. Three lessons were seen in design and technology, which is reported upon in full. Art and design, physical education and music were sampled.

Design and technology

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

Main strengths and weaknesses

- Pupils achieve well and reach standards above those expected for their age in Years 2 and 6.
- There are good links with other subjects, especially science.
- The subject is led and managed well.

Commentary

78. Standards for seven-and eleven-year-olds have been maintained since the last inspection, and exceed those expected nationally for their ages. Across the school, all pupils, including those with special educational needs, make good progress and achieve well.
79. Pupils have a good understanding of the *design-make-evaluate* cycle and have many opportunities to prepare detailed and annotated plans, choose appropriate materials and resources. When they have completed the product, they make constructive evaluations – both orally and in writing – not only of their own product, but also those of their friends. Pupils work well either by themselves or collaboratively in pairs or small groups.
80. The subject links well with other subjects. For example, in food technology activities, younger pupils reinforce aspects of personal, social and health education when they ensure their hands are clean before preparing and handling food. Pupils make effective use of literacy skills as they work with 'talking partners' to consider how to overcome problems before putting their writing skills to good use when they evaluate items on completion of the set task. Pupils' mathematical ability is used constantly as they weigh out ingredients and measure dimensions. However, of particular note is the strong link with, and use of, pupils' knowledge in science. For example, Year 6 designed and made impressive vehicles that were powered by electric motors. In so doing, pupils made good use of their ability to construct appropriate electrical circuits.
81. Teaching and learning are good. Planning is thorough, lesson objectives are shared with pupils at the outset and explanations are clear and well paced. Provision is underpinned by teachers' good knowledge of the subject. Effective use is made of good procedures to assess pupils' knowledge, understanding and skills. Good emphasis is placed on the part played by pupils' self-evaluation of performance. Pupils with special educational needs are included fully in all activities and are given good support. Pupils rise to the challenges and high expectations teachers have of them, and participate in activities with considerable enthusiasm. For example, having watched their teacher give an Asian shadow puppet demonstration, pupils

gave thoughtful suggestions as to how certain problems regarding puppet movements could be overcome before settling to design and make their own puppet.

82. The subject is led and managed well by an enthusiastic and knowledgeable co-ordinator who has sound opportunities to monitor provision and learning. As part of the school's 'Creativity Week' the co-ordinator organised a series of challenging and much-enjoyed 'Tubular Structures' activities. Through such acts, the co-ordinator helps ensure the subject's high profile is maintained. Improvement since the last inspection is satisfactory as the school has maintained its good provision since then.

Art and design

83. Standards in art and Design are as expected nationally. Art work is valued and attractively displayed throughout the school. Photographic evidence shows appropriate opportunities to study the techniques of artists, such as Kandinsky and Jackson Pollock. There are collages and paintings in the style of Van Gogh. Good quality collage work was seen in Year 1. There is evidence of appropriate textile and three-dimensional work. The school art club is well attended. In the lesson observed the quality of teaching and learning was good. The whole school has visited the National Gallery. Very little art work involves the use of ICT.

Music

84. In music, provision meets the requirements of the National Curriculum. In a good lesson observed in Year 2, pupils responded with much enthusiasm as they repeated the increasingly complex rhythms clapped by the teacher. Pupils then represented short rhythmic patterns, using musical notation. Attainment during this lesson was at a level above that expected for their age. In assemblies, pupils sing with considerable enjoyment. Hymns and songs are tuneful and rhythmic. Music has a high profile. An impressive number of pupils have instrumental lessons provided by peripatetic teachers. Many pupils take part in recorder clubs, the choir and the orchestra. Pupils of all ages have many opportunities to perform in concerts and musical presentations. Such events are much appreciated and enjoyed by parents and friends of the school.

Physical education

85. The lack of an adequate hall hinders pupils' learning in aspects of physical education. Nevertheless, the school does its best to overcome these restrictions and strengths in other aspects of the school's provision enable it to offer pupils a broad and balanced curriculum. Good use is made of outside providers to give specialist training in cricket, athletics and swimming and an outdoor swimming pool and a good-sized field are used well. For example, standards in swimming are high, with most pupils able to swim the nationally recommended distance for junior pupils by Year 4. Provision is further enriched by opportunities to participate in competitive sport, other extra-curricular activities and residential trips in Years 5 and 6. All strands of the subject are regularly taught but arrangements for assessment are underdeveloped.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. One lesson was observed in this curriculum area so no judgement can be made about overall standards or teaching. However, pupils' personal, social and health education (PSHE) is well established and they make good gains in this area. A detailed curriculum framework helps teachers plan a comprehensive programme of work. Provision meets statutory requirements relating to sex and relationships education and to the importance of the safe handling and use of drugs and medicines. In a good lesson, pupils in Year 2 talked about how as they grow up, their lifestyle, abilities and responsibilities change also. In so doing, they began to appreciate the benefits and drawbacks of becoming an adult. Indeed, all pupils at Tatsfield enthusiastically take on responsibilities given them, including representing their friends on the school council.

87. From early on in their schooling, pupils are taught to distinguish the differences between right and wrong and to understand the responsibilities of living in a community. A review of pupils' work shows them to have considered the theme of 'decision making' and who makes decisions on society's behalf. As part of this aspect of citizenship, the whole school became involved in a democratic election between several Year 6 candidates, representing parties who each had different views as to how vouchers for playground resources should be used. Following election campaigns, all pupils cast their votes and heard a returning officer declare the result of the count. In this way, pupils were given a clear and practical insight into the democratic process of elections. Pupils receive important health and safety guidance, such as the importance of keeping fit and of adopting healthy diets. To further the work in this area of provision, the school is in the early stages of reviewing the requirements leading to joining the programme for 'Healthy School' status. Pupils derive much enjoyment in taking part in a variety of charity fundraising activities throughout the year. In so doing, pupils come to appreciate the situation of others less fortunate than themselves.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
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	3
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	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
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).

