

# INSPECTION REPORT

## **TWINEHAM C E PRIMARY SCHOOL**

Twineham

Haywards Heath

LEA area: West Sussex

Unique reference number: 126011

Headteacher: Miss Vanessa Baber

Reporting inspector: David Welsh  
10992

Dates of inspection: 15 – 18 January 2001

Inspection number: 183422

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4 to 11 Years  
Gender of pupils: Mixed

School address: Church Lane  
Twineham  
Haywards Heath  
West Sussex

Postcode: RH17 5NR  
Telephone number: 01444 881207  
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Appropriate authority: The governing body  
Name of chair of governors: Mrs Helen McDonald

Date of previous inspection: 8 July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
(Ofsted No. 10992)	David Welsh	Registered inspector	Mathematics Science Information and Communication Technology Music Physical Education Under fives	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? Equal opportunities
(Ofsted No. 16718)	Joan Fraser	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
(Ofsted No. 27738)	Christina Kadir	Team inspector	English Art Design and Technology Geography History Religious education	How good are the curricular and other opportunities offered to pupils? Special educational needs English as an additional language

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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Twineham Church of England Primary School is situated in the village of Twineham near Burgess Hill. It is much smaller than the average primary school. There are 86 pupils on roll aged 4 to 11 of whom 6 are part-time. There are 43 boys and 43 girls but the numbers are not even in each age group. The school is about the same size as at the last inspection and it is full in most age groups. Most pupils live outside the immediate neighbourhood with some pupils travelling a significant distance. The general attainment on entry to the school varies from year to year but ranges from articulate children who can already read to those who perform well below that expected of pupils in the Reception class. The number of pupils receiving free school meals is well below the national average but because there are no cooked meals available the belief is that more pupils are eligible. All pupils are of European origin and the proportion of pupils speaking English as an additional language is small. The proportion of pupils on the register for special educational need and the number of pupils with a statement are in line with the national average.

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

Twineham Church of England Primary School is an effective school and provides satisfactory value for money. Pupils' attitudes to school and work are good. They behave well in and out of the classroom. Pupils make satisfactory progress in their learning overall and standards in English, mathematics and science are at least in line with the national average. Teaching is good overall, which indicates that standards are likely to rise in the future. Leadership and management are good.

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

- Standards in English and science are above the national average.
- Standards in religious education and swimming are above those expected of pupils aged 11 and standards in music well above.
- Leadership and management by those in key positions are good. They are well supported by the governing body and other members of staff.
- Teaching is good overall.
- Supports pupils with special educational needs very well.
- Supports and monitors pupils' academic performance and welfare well.

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

- Standards, particularly for the high-achieving pupils, in mathematics, art, design and technology, geography, history, information and communication technology [ICT] and physical education.
- Information from tests throughout the school to identify strengths and weaknesses in pupils' knowledge and skills in English, mathematics and science to predict targets at both key stages and to evaluate the school's effectiveness.
- Notification to parents of the school's policy on homework and its consistent implementation.

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

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

Since the last inspection in July 1996 the school has made satisfactory progress. Standards have improved in science, music and religious education. They have been maintained in all other subjects except mathematics at Key Stage 1. By the time they are eleven, pupils who learn quickly are achieving higher standards than reported at the last inspection although there is still scope for them to do even better. The school has implemented the key issues from the last inspection. It has improved the accommodation, particularly for the children under five, and the role of the curriculum co-ordinators has been strengthened. It has successfully adopted the National Literacy Strategy and the National Numeracy Initiative. The capacity for further improvement is good.

### **STANDARDS**

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	C	E
Mathematics	B	B	C	E
Science	A	A	C	E

  

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

- The school's results in national tests in 2000 are not as good as in previous years but they reflect a good performance by the school because unusually, seven of the thirteen pupils in the year group were on the register of special educational needs. This and the low uptake of free school meals leads to an unfavourable comparison with similar schools.
- The school achieved its targets, which were agreed by the local education authority, in English and mathematics. Prior to the tests in 2000, the school's performance was in line with the national trend.
- Inspection evidence indicates that standards in English and science are above the national average. Standards in religious education and swimming are above those expected of pupils aged 11 and standards in music are well above. Standards in art, design and technology, geography, history, ICT and physical education are in line with levels expected of pupils aged 11.
- The school's results in the national tests in 2000 indicate that pupils' attainment in reading and writing at the age of 7 is above the national average. In mathematics, it is well below the average. However, the performance in mathematics was an improvement on previous years. Inspection evidence indicates standards in English are above average and that in mathematics they are close to the average and improving.
- There are no marked differences in the performance of girls and boys or pupils from different backgrounds. Pupils with special educational needs and those who speak English as an additional language are supported well and make good progress.
- The children under five make satisfactory progress during the Foundation Stage and good progress in communication, language and literacy.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and to learn.
Behaviour, in and out of classrooms	Behaviour is good in the classrooms, around the school and in the playgrounds. Pupils move around the school in an orderly manner.
Personal development and relationships	Relationships are very good between the pupils and between the pupils and adults. Pupils increasingly take responsibility as they move through the school.
Attendance	Satisfactory.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

- Teaching is good overall and this is an improvement upon the findings in the previous inspection.
- In 13 per cent of lessons observed the teaching was excellent. It was very good in 5 per cent, good in 42 per cent and satisfactory in 35 per cent. In 5 per cent of lessons it was unsatisfactory because pupils did not learn enough in their games lessons as they spent too much time watching other pupils rather than practising skills.
- The teaching of English and basic literacy skills is good and the pupils make good progress in their learning.
- The teaching of mathematics and the teaching of numeracy are good overall which ensures that pupils' learning is often good. Standards have begun to improve at Key Stage 1 as a result of the National Numeracy Initiative and the increased support in Class 2.
- Pupils with special educational need and those for whom English is an additional language receive very good support and they make good progress in their learning.
- Teaching is very good overall in music and swimming and consequently the pupils make very good progress in improving their skills in these activities. In art, teaching is good and should lead to better standards. In design and technology, geography, history, information and communication technology and physical education, teaching is satisfactory and pupils make satisfactory gains in their learning. In religious education, progress is good as a result of the teaching being good overall.
- The partnership between teachers and teaching assistants is very good and makes a significant impact upon pupils' learning. In those lessons where there are fewer adults pupils' learning is often slower. This is particularly true for the younger pupils where there are two key stages and a wide range of abilities in one class.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils have access to the full range of subjects and sufficient time is allocated to English, mathematics and science. Visits and visitors contribute significantly to the pupils' learning by enriching their experiences.
Provision for pupils with special educational needs	Very good. Pupils are well supported by teachers and teaching assistants.
Provision for pupils with English as an additional language	Very good. Pupils receive any support that is needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is strongly promoted in assemblies and in lessons such as art and music. Social development is very good. European culture is promoted well but pupils' understanding of traditions and practices from other cultures is less well developed.
How well the school cares for its pupils	The school provides a safe, caring and secure environment for all its pupils. Teachers and teaching assistants know the pupils well and the procedures for monitoring academic performance are good.

The school works very well in partnership with parents. Communications are good. Parents support the school well in numerous ways, which include raising considerable sums of money.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by key staff are good. The previous headteacher provided a clear vision for the school. The acting headteacher sustained the ethos of the school last term and the new headteacher has made a good start by "leading from the front".
How well the governors fulfil their responsibilities	The governing body is effective in meeting its statutory obligations. It has a regular programme of evaluating and reviewing the school's policies and effective procedures for monitoring and evaluating the work of the school.
The school's evaluation of its performance	The school is effective in evaluating its work. A systematic programme of observing teaching is supported by monitoring teachers' planning and pupils' work. Co-ordinators have begun to analyse test results to find the strengths and weaknesses in pupils' learning in English, mathematics and science.
The strategic use of resources	The school allocates its financial resources efficiently and it has good systems for monitoring its budget. It applies the principles of best value when making its decisions.

The small team of appropriately qualified teachers has considerable subject expertise. Teaching assistants are effectively trained. Classrooms are adequate in size although the lack of space for computers restricts the teaching of information and communication technology. The indoor accommodation for physical education is hazardous and curbs the standards pupils achieve in dance and gymnastics. Resources are adequate in all areas of the curriculum except for mathematics, the library and physical education.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is helping my child become mature and responsible.</li> <li>• The school is well led and managed.</li> <li>• Behaviour is good in the school.</li> <li>• I would feel comfortable about approaching the school with questions or a problem.</li> <li>• The school provides an interesting range of activities outside lessons.</li> <li>• The school works closely with parents.</li> <li>• The school expects my child to work hard and achieve his or her best.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work their children get to do at home.</li> </ul>

Inspectors' judgements support the parents' views. The school has many strengths and it has a policy for homework but this does not make clear to parents what work they might expect their child to do at home, when it is to be done or for how long.

## **PART B: COMMENTARY**

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

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

1. The school's results in national tests in 2000 indicate that attainment in English, mathematics and science at the age of eleven is in line with the national average but well below average when compared with similar schools based on the uptake of free school meals. These results are not as good as in previous years but they reflect a good performance by the school because, most unusually, over half of the thirteen pupils in the year group were on the register of special educational needs. The school achieved its targets in English and mathematics, which were fairly based upon pupils' prior attainment and agreed with the local education authority. Prior to the tests last year, the school's performance was in line with the national trend.
2. The school's results in the national tests in 2000 indicate that attainment in reading and writing at the age of seven is above the national average. In mathematics, it is well below the average. When compared with similar schools the school's performance is below average in reading, average in writing and low in mathematics. However, the performance in mathematics was an improvement on previous years. As there were only nine pupils in this year group too much must not be taken from these results as each pupil counts for more than 10 per cent and this distorts results based on percentages.
3. Since the previous inspection standards have improved in science, music and religious education. They have been maintained in all other subjects except mathematics at Key Stage 1. The results of tests when the pupils are seven indicate a weakness in mathematics over the past four years. However, the school has recognised this and has taken action to improve standards. The National Numeracy Strategy has been adopted and, since September 2000, additional teaching assistants have been appointed to work in the class with Year 2 pupils. This strategy is proving beneficial and standards are rising. By the time they are eleven, pupils who learn quickly are achieving higher standards than reported at the last inspection although there is still scope for them to do even better.
4. There are no marked differences in the performance of girls and boys or pupils from different backgrounds. Pupils with special educational needs and those who speak English as an additional language are supported well and make good progress.
5. The children under five make satisfactory progress during the Foundation Stage. Children make at least satisfactory progress in personal, social and emotional development, mathematics development, knowledge and understanding of the world, physical development and creative development. They make good progress in communication, language and literacy. Children quickly learn to become independent, to behave in accordance with the expectations at Twineham School and to develop skills of perseverance and concentration when working. Children develop good speaking and listening skills and they enjoy listening to stories. They learn to 'read' books, listen to tapes and follow a story on the computer. Children learn to count to at least 10, to recognise the numerals and put them in order. They learn a wide range of mathematical vocabulary and relate this to activities in which they compare the size of different objects. Children come to school with a sound general knowledge and they enjoy sharing this with their peers. They like to talk about events in their lives such as special days and their pets. They particularly enjoy using the computer to help them with their learning. Children develop their physical co-ordination and an awareness of space through regular physical activities outdoors and through use of the very small hall for music and movement activities. Children develop good musical skills.

6. In English and literacy, standards are above average at both key stages. Pupils have good speaking and listening skills. Reading skills are average overall but there is a small proportion of pupils whose reading is above average. Pupils write well and standards are above those expected of pupils aged seven and eleven. Pupils have opportunities to use their writing skills in other subjects such as history, geography and science. Handwriting is joined, legible and mostly fluent and the overall presentation of work is mostly good although it sometimes varies when the pupils do not have their regular teachers. Standards of spelling are at least satisfactory.
7. When pupils are aged 11, standards in numeracy and mathematics are average although a significant proportion of pupils attain higher standards. Pupils have a good knowledge of multiplication tables and they can halve and double numbers to 100 and beyond. They are competent in all areas of mathematics and the more able pupils have good skills in problem solving, communicating and reasoning. When pupils are aged 7, standards are close to the national average and they are improving. Those who are quick to learn are able to recall mentally number bonds to 20 and they understand place value to 1000.
8. Standards in science are above average by the time the pupils are 11. They know what a 'fair' test is and can use the principle when creating their own investigations. Pupils aged 7 can predict an outcome, observe carefully and record the results. Pupils attain average standards in information and communication technology at both key stages. Many pupils have access to computers at home and this has the effect of raising standards. Pupils are confident in their use of computers at both key stages and they are increasingly capable of performing the skills prescribed in the National Curriculum. Attainment in religious education has improved. Many pupils exceed the standards expected of pupils aged 7 and 11. Younger pupils know that faith communities have special days for worship and the older pupils are developing a clear understanding about the nature of religious beliefs and practices and the importance of these to believers.
9. Attainment in art, design and technology, geography and history is broadly in line with that expected of pupils aged 7 and 11. Pupils of 7 know how to mix colours and they are developing sound observational skills, which they use in their drawings. Pupils of 11 recognise similarities and characteristics of famous painters and they are developing their understanding of colour, texture, pattern and line in two- and three-dimensional work. Pupils prepare their own designs from a brief given by the teacher and they are able to evaluate their work and suggest improvements. In geography, younger pupils develop their knowledge about where places are and what they are like. In history, they develop an understanding of time and good factual knowledge of previous events. Older pupils are developing enquiry skills in geography and they make comparisons between different European localities. In history, pupils identify and explain different ways of representing and interpreting the past.
10. Standards in music are above average when the pupils are aged 7 and well above average when they are 11. Pupils of all ages sing well and the older pupils can sing in two and three parts. Older pupils play the recorder and a significant proportion learn to play other instruments. Standards in physical education are in line with those expected at the end of Year 2 and Year 6 except in swimming where they are well above.
11. School records show that pupils who enter the school aged 4 and leave at age 11 make very good progress in music and good progress in English, including literacy, science, religious education and swimming. They make satisfactory progress in mathematics, ICT, art, design and technology, geography, history and the other elements of physical education but they are capable of better standards in these subjects, especially the pupils who learn quickly.

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

12. Pupils' attitudes to school are good. Most arrive punctually and they enter the school in orderly fashion when the first session starts. Pupils quickly settle for registration and are ready to start work immediately afterwards. They are enthusiastic to attend the extra-curricular activities at the end of the school day of which there are many for such a small school, for example school

orchestra. Also, they like to take part in the activities, which they share with other small schools in the area, such as sports fixtures and musical events. Most are keen to complete their homework and to practise their instruments. Attendance is average and the number of unauthorised absences is below average.

13. Behaviour is good and there have been no exclusions. Pupils generally listen well to teachers and other adults. Most pupils are keen to please and they are often enthusiastic in their response when teachers ask questions of the class. Pupils are confident and willing to display their knowledge to others when asked. They concentrate on their tasks and they work well on their own, in pairs and in small groups. Pupils move around the school in an orderly manner. They are generally courteous to adults and visitors and they take care of property whether it is their own, their friends' or that belonging to the school. Relationships are very good and pupils make newcomers most welcome. The relationships between adults and pupils are very good. There is a very caring atmosphere throughout the school. There was no evidence of pupils being the subject of bullying or harassment and the ethos of the school is such that it would be dealt with immediately should it occur. Pupils play well together during the morning break and at lunchtimes. Older pupils ensure those who are much younger are appropriately cared for and given appropriate levels of consideration. Personal development is very good.
14. Pupils quickly settle into the routines of the school when they first start. They are keen to take on responsibilities and to help with 'jobs' around the school such as sweeping the hall after lunch, playing the music on the compact disk player as pupils enter and leave assembly and to take registers to the office. They are positive in helping one another, for example in getting the hall ready for orchestra. They become more confident as they get older and they are keen to initiate ideas; for example, they put forward some good thoughts for inclusion in the school improvement plan when they are consulted by the headteacher and staff each year.

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

15. The school has given considerable emphasis to the improvement of teaching and learning in recent years. It has a comprehensive teaching and learning policy that makes clear the school's expectations of its teachers. Teachers implement most aspects of the policy consistently but there are some routines which are not standardised, understood and upheld by everyone, for example responding to the teacher. Also, pupils are not consistently encouraged to take risks, to experiment and to "have a go". Pupils are not always provided with sufficient resources, for example in physical education, and they are not consistently involved in the evaluation, assessment and planning of their learning. The school has a systematic programme of classroom observation of lessons carried out by the headteacher and by the subject co-ordinators. Observations of teachers' planning and pupils' work complement the classroom observations.
16. In the week of inspection one of three classes had a teacher new to the school having started only one week before. In another class the senior teacher returned to her class full time after having been acting headteacher for one term. These teachers were still establishing their relationships with the respective classes. Nevertheless, the teaching observed was good overall and this is an improvement upon the findings in the previous inspection. In 13 per cent of lessons the teaching was excellent. It was very good in 5 per cent, good in 42 per cent and satisfactory in 35 per cent. In five per cent of lessons it was unsatisfactory as a result of pupils not learning enough in their games lessons as they spent too much time watching other pupils rather than practising skills. Teaching is good overall at the Foundation Stage, where it ranges from satisfactory to good. At Key Stage 1 teaching ranges from satisfactory to excellent and is good overall. At Key Stage 2 teaching is good overall. There are many more lessons that are good than satisfactory and some that are very good and excellent.
17. The teaching of English and basic literacy skills is good overall. Teachers are confident in their knowledge of the Literacy Hour. Key features of the teaching in English that enhance the pupils'

learning are the emphasis on vocabulary, which pupils enjoy repeating and using in their conversations, the good teaching of text and sentence work and the clear and explicit links made between learning spellings and the usefulness of this in writing. Teaching assistants play an important role in supporting teachers, particularly with pupils who have a deficiency in specific literacy skills.

18. The teaching of mathematics and the teaching of numeracy is good overall. In the classes with infants, it is better when there are sufficient additional adults in the class to work with each group. The school has recognised this and since September 2000 has provided additional adults for some lessons which is having positive benefits upon the pupils' learning, particularly in the class with pupils from two key stages and a wide range of ability. The teachers are familiar and secure with the National Numeracy Strategy and the learning objectives are clearly shared with the pupils at the beginning of the three-part lesson. However, the use of questions at the end of the lesson for teachers to assess what pupils have learnt and to reinforce the pupils' understanding could be improved. The oral and mental sessions are delivered at a good pace and generally cater for the wide range of ability within the classes. This is leading to rising standards in this aspect of mathematics.
19. Teaching in science is very good and the reason for pupils making good progress in this subject. It is particularly good when the teachers are supported by the professor from the local university as his knowledge of the subject inspires the pupils. Strengths of teaching in science are the well-planned lessons based on practical investigations, high expectations of pupils and the effective use of questioning to make pupils think.
20. In information and communication technology, teaching is good when pupils are grouped together for specific instruction before working as individuals or in pairs. Pupils' learning is improved in many subjects from their work on the computer but on some occasions a few pupils who are working independently do not receive sufficient support from teachers to ensure they maintain their rates of learning.
21. Teaching is very good overall in music and swimming and consequently the pupils make very good progress in improving their skills in these activities. In religious education teaching is good overall and this is the main reason for the pupils making good progress. In art, the teaching observed was good and this should lead to better standards. In design and technology, geography and history, little teaching was seen but it is judged to be satisfactory overall as pupils make satisfactory gains in their learning. Teaching and learning in gymnastics and dance is restricted by the hazardous accommodation.
22. In teaching and learning seen during the inspection there were strengths and weaknesses:

**Strengths:**

- Teachers plan thoroughly for the lessons and they share the learning objectives with the pupils at the beginning of each lesson. In the best lessons, the teachers constantly return to the objectives throughout the lesson to assess the pupils' learning and to ensure they can make assessments of their own learning. A discussion at the end of the lesson is used to reinforce the learning.
- Subject knowledge is very good. This is used when asking questions of the pupils to make them think; for example in music, "What time is this in?", "Who is the composer?" , "Is it F sharp or is it F natural?". In science, pupils were asked, "How far away is the sun?", "How can you see yourself in a mirror?" and "What relationship is there between the heart and pulse rate?" The use of such questions has a very good effect upon pupils' learning and is a highly motivating factor.
- Strategies for ensuring pupils of all ages and abilities find the tasks challenging; for example, pupils who can play the descant recorder well are asked to learn to play the treble recorder and to play in parts. Older pupils are asked to lead pieces to show less confident pupils how to do it.

With the younger children, different activities on the same theme are introduced so that their interest is maintained and they continue to learn.

- Skills that are to be learnt are demonstrated first so that pupils have a clear idea of what is expected of them. This skill is used particularly well when teaching pupils new songs. The teacher sings the line first and the pupils echo this. Where the pupils do not follow correctly the teacher repeats the line until the pupils have learnt it. A similar process was used in swimming when one pupil was asked to demonstrate their skills in the water and then the other pupils were asked to emulate the performance. On other occasions teachers gave clear instructions which pupils were able to follow; for example, when pupils were being taught to improve their swimming strokes or how to put information into the computer for a data collection exercise.
- Teachers have high expectations of pupils in behaviour and work. Pupils are reminded that they should not interrupt when other pupils are talking or playing to the class just as others should not intervene when they are talking. Lessons proceed at a quick pace with the teacher keeping up the momentum in a class discussion or activity and setting time limits for work that is being carried out by pupils independently. Work at home builds on learning in the classroom and prepares pupils for further learning in school. Pupils receive praise and rewards for their efforts and this encourages them to continue to work hard.
- Teachers and teaching assistants work very well together to support the learning of individuals and small groups. For example in literacy, pupils are helped to extend their word building skills by adding endings of words to initial sounds to make as many words as possible in a time limit. Teaching assistants report to the class teacher on the progress made by the pupils.
- Pupils with special educational need and those for whom English is an additional language receive very good support and they make good progress in their learning.

#### **Weaknesses:**

- In some games lessons, pupils have too few opportunities to work in small groups and to plan and evaluate their work. Insufficient activity is planned to ensure that pupils make at least satisfactory progress in improving their skills.
- A few elements of the school's teaching and learning policy are not consistently implemented.
- Homework is not consistently implemented, particularly by teachers in the school for temporary periods of time.
- Teachers' in the school for temporary periods of time do not always have high enough expectations of the pupils, both in the quantity of work and its presentation.

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

23. The school's curricular provision is good overall. It meets the statutory requirements for the National Curriculum and religious education and takes account of the National Strategies for Literacy and Numeracy. In addition to the statutory curriculum the school enables pupils to learn German. The programme of learning for under-fives is based on the six areas of learning for the Foundation Stage and is satisfactory overall. The balance of the curriculum favours the teaching and learning of basic skills. The breadth of the curriculum is being maintained appropriately and includes personal, social and health education with suitable emphasis on drugs and sex education. The school has undertaken appropriate curriculum development and as a result improvement in areas identified by the last inspection report has been sound.

24. Curriculum documentation has been improved upon. It is useful in helping the school to focus on raising standards especially in literacy and numeracy. Policies and schemes of work for all subjects of the National Curriculum and religious education are now in place. Long- and medium-term planning are now more closely matched to the Programmes of Study in the National Curriculum and schemes of work are linked to nationally published schemes. These define the stages of progress for all pupils in the school. The school now needs to develop appropriate cross-referencing between the three stages of planning. This will ensure that short-term planning has a sharp focus on what pupils will learn in each lesson and more importantly, what pupils of different age groups and abilities will be expected to learn.
25. The provision for pupils with special educational needs is very good and a strength of the school. All pupils on stage two of the Code of Practice for special educational needs and above have effective Individual Education Plans that include sensible and achievable targets. Able pupils are identified and benefit from enrichment programmes in literacy and numeracy. This now needs to be extended to include the other subjects of the National Curriculum.
26. For the majority of the time, pupils with special educational needs are fully included in lessons and all teachers and support staff provide good support in whole class, group or one-to-one situations. There are only two pupils who speak English as an additional language. These pupils are almost totally bi-lingual. Teachers are very much aware of where and when these pupils may need to be given support and provide it when needed.
27. The school has successfully adopted the strategies proposed in the national initiatives for literacy and numeracy. This clearly has had an impact on pupils' achievement in all curriculum areas but in particular in English.
28. Equality of opportunity is good. The school's policies and practice ensure equal access and opportunity for all pupils to all activities and the whole curriculum provided by the school.
29. The school's support for learning outside the school day is very good. It includes the regular setting and marking of homework. The school takes part in inter-school sports competitions, arranges field trips for all pupils and residential visits to the Isle of Wight for older pupils. Regular after-school clubs include country dancing, drama, netball, football and orchestra. Some activities are usually available each day and all staff support the programme.
30. The school has good links with people and organisations from within the local community, especially the local church. Parents and governors offer their help freely. The school promotes these links as part of its curriculum, which has a positive impact on pupils' learning.
31. The ethos of the school is warm, welcoming and mutually supportive. Pupils and staff form part of a school community where everyone feels valued and visitors are welcomed. The school makes good provision for pupils' personal development. Governors and parents strongly support the values the school promotes.
32. Pupils' spiritual development is good. Spirituality is reflected in the opportunities the school provides, in religious education, collective acts of worship and at other times for pupils to reflect on spiritual matters such as assemblies or whilst writing poetry, prayers and a New Year 'wish list'.
33. Good provision is made for the development of a sense of right and wrong. Pupils respond well to ideas of fairness and justice and the rights of others. They are responsive in lessons and at other times. They enjoy good relationships with their peers and adults alike. Pupils show enthusiasm for their school and take a pride in its achievements. There are good opportunities in lessons and projects for developing pupils' understanding of moral issues; for example, understanding the needs of people affected by the recent floods or the need for honesty in a tricky personal situation.

34. Provision for social development is very good. Pupils are confident and can express their ideas during lessons and in discussions in a mature way. They are given opportunities to consider good and bad actions of others during assembly and lesson times and on other occasions during the school day. Pupils are taught right from wrong and standards of behaviour are always good. They are polite and welcoming to visitors. Pupils work collaboratively in pairs and groups as seen during a drama lesson to develop social awareness. Opportunities for more in-depth, collaborative project work are limited and it would benefit pupils to be provided with sufficient opportunity to develop these.
35. Pupils' cultural development is satisfactory and opportunities are being provided as part of the curriculum and extra-curricular activities. In music and art pupils are given opportunities to appreciate the work of national and other, mostly European, countries' artists. As part of their religious education programme of study, pupils have enjoyed learning about Jewish and Hindu cultural and religious traditions. Pupils were eagerly awaiting the visit of a Roman soldier as part of their history topic on the Romans in Britain. The school does not sufficiently reflect the multicultural nature of today's world. Staff are aware of the need to develop this area.

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

36. Teachers know the pupils very well and are keenly aware of each child's individual needs, both academic and pastoral. The kind and caring ethos generated by the good relationships established is a particular strength of the school. Older children enjoy supporting the younger ones and concern for one another is evident.
37. There is a good programme of regular, methodical monitoring and assessment which establishes what the children have achieved and what targets should be set to increase their academic achievements and personal development. In this way support is directed effectively to the pupils who need it most.
38. Since the last inspection, there have been improvements, for instance, children with special needs are further supported by increased supervision. Similarly, able children are given opportunities to attend enrichment courses to extend and challenge them more appropriately and enhance the quality of their learning.
39. Children obviously enjoy being in school, which was exemplified by the good behaviour seen, the pride in their work and their positive attitudes both to work and play. Bullying is not an issue in this school, but any unacceptable behaviour is 'nipped in the bud' and dealt with swiftly and effectively.
40. There is an agreed Health and Safety policy to ensure pupils' welfare and external agencies work closely with the school where there is a need. All staff are aware of the Child Protection procedures which comply with the local education authority's guidelines. Car parking facilities are limited, less than satisfactory and present a potential hazard. The new headteacher has it in mind to address this issue as a matter of urgency.
41. Effective systems are in place to promote good attendance. Parents are regularly reminded of the need for punctuality and are discouraged from taking their children out of school during term time for holidays.

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

42. Partnership with parents remains a strength of the school and further links have been forged since the last inspection; for example, the questionnaire sent to parents annually inviting their comments and suggestions. There is strong parental satisfaction with the school based on good liaison and regular involvement with its work, which assists their children's learning. The Home/School agreement, recently introduced, is effective and has been welcomed by parents.
43. Good quality information is provided to parents with regular newsletters, information about weekly topics, open evenings and a dedicated weekly time slot for parents to 'drop in' and discuss any concerns. The well-presented prospectus is updated annually and the Governors' Annual Report to parents is informative and meets statutory requirements. Individual written reports on pupils make it clear what they have achieved and what they need to do to improve their achievements and how parents can help.
44. Parents are very supportive of the school and value what it provides for their children. They help in a variety of ways, for example, in redecorating the school premises, gardening and helping to hear readers in school. Some parents offer their particular expertise in lessons, for example, science. The Friends of Twineham work energetically to raise substantial sums of money to provide additional facilities for the school and their support is greatly valued. Overall, parents' contributions have a positive impact upon the pupils' learning.

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

45. The school has undergone significant changes in leadership in recent months but despite this, it continues to function well and to improve the education it offers its pupils. Since the last inspection the action plan has been fully implemented and the previous headteacher, who left the school in August 2000, must take much credit for this, together with the staff and governing body. The senior teacher was appointed acting headteacher for the autumn term and parents expressed their appreciation of the good job she did, dealing effectively with several crises that arose during the term, for example a lack of electricity for several days. The new headteacher took up her post one week prior to the inspection and she has already made an effective start by 'leading from the front': teaching Class 3 for the first two weeks of term, building a positive relationship with members of staff and the parents and already identifying some of the strengths and weaknesses in the school.
46. Leadership and management by the headteacher and key members of staff are good overall. The procedures for determining the priorities of the school have been significantly improved to ensure that raising standards is the basis of improvement. The school's aims have been evaluated and reviewed. Staff have a clear idea of the ethos that underpins the curriculum. Pupils and parents as well as governors and staff are included annually in identifying priorities for the school improvement plan. The previous chair of governors worked closely with the former headteacher to ensure there is a rolling programme to review all the school's policies and schemes of work. The school has embraced the National Literacy Project and the National Numeracy Strategy and appropriate priorities have been established in the school improvement plan. It has identified mathematics as a weakness in the national tests in Year 2 and has appointed more teaching assistants to help with the younger pupils. Information and communication technology is currently an area of focus. Most staff are confident when using the new technologies and the finance officer is very well qualified in this area. The school makes use of electronic mail and Internet applications and this is a growing aspect of its work. Subject co-ordinators, who are all responsible for more than one subject, have clear ideas about improvements needed in each of the subjects they are responsible for and they have action plans to bring about these improvements. There are clear lines of delegation for co-ordinators who carry out their tasks responsibly. Staff are happy to work in the school and given the large number of changes in a small school they are becoming a good team. Teachers and teaching assistants work well together and provide good role models for the pupils. The administrative and cleaning staff feel very much part of the team that contributes to the pupils' academic and personal welfare. The day-to-day running of the school is most efficient and all staff play a part in this.

47. The school makes good use of its financial resources. Money allocated to specific purposes such as special educational needs and booster classes is used effectively. The school is well served by an efficient finance officer and the school's accounts are well kept. The chair of the finance committee liaises well with the headteacher and finance officer to ensure the school's affairs are kept under close scrutiny. Governors understand the need for applying best value principles and they give due consideration to the principles of comparison, challenge, consultation and competition when allocating financial resources.
48. The school has improved its systems for monitoring and evaluating its performance. Governors have been allocated curriculum responsibilities and there is a programme of visits which enables them to see the children learning their subject. Also, governors receive reports from the headteacher and curriculum co-ordinators on the effects of the actions they carried out, relating to improved pupils' learning. The headteacher has a systematic programme for observing teaching to identify strengths and weaknesses. Curriculum co-ordinators in literacy and mathematics have also had opportunities to see other teachers in action and to take model lessons. Other forms of monitoring include evaluation of work and teachers' planning. Overall, the monitoring programme has helped to improve the quality of pupils' learning. Class teachers track pupils' progress through their class but these now need bringing together in one format so that targets for individual pupils are based on achievements in the previous year starting when pupils are assessed in the Foundation Stage. Co-ordinators have begun to analyse the results of the national curriculum tests to identify strengths and weaknesses in pupils' learning and they intend to share their findings with other colleagues so that the weaknesses can be addressed prior to the national tests in 2001. They compare the performance of their school with others nationally and those that are similar. They consider their own results and look to see how they can be improved.
49. The school's aims have recently been reviewed by the governing body. They include the development of personal and social skills and ensuring equal opportunities for all, as well as those that are academic. Staff are fully committed to achieving these aims and currently they are very successful in meeting them with the exception of ensuring that all pupils are sufficiently challenged. Teachers are ambitious to improve upon the standards that pupils currently attain.
50. The governing body is effective in carrying out its statutory duties. It is very clear about its role to ensure that the pupils in the school receive a good education and that the school continues to strive to raise its standards. It is well organised in that appropriate committees have been set up to carry out its statutory duties. It has a rolling programme of reviewing subjects through the evaluation and review of policies and receiving reports from the headteacher and curriculum co-ordinators. Individual governors spend significant amounts of time in school observing and assisting with the teaching and building links between the school and the community. Governors have received their training for performance management and there are plans to begin the process within the school once the new headteacher has settled into school. Parent governors are in regular contact with the other parents at the beginning and end of each day and they are able to report any concerns or positive responses to meetings of the governors.
51. The school has a team of hard working and appropriately qualified teachers to meet the requirements of the National Curriculum, religious education and Foundation Stage. This small team of teachers has considerable subject expertise but there are a few weaknesses to address in some areas of physical education and ICT if standards are to be improved. Teaching assistants provide effective support and they work very well with teachers. The bursar/secretary is well qualified and most efficient. She provides very good support to the school. The cleaner/caretaker is thorough and ensures the environment is one in which staff and pupils are keen to come to work.
52. The accommodation is clean, well kept and the classrooms are adequate in space although the lack of additional space for computers restricts the teaching of information and communication technology. The hall is very small for physical education, even when there is only half a class using it. There is currently too much furniture to enable sufficient space for free movement in

dance and gymnastic activities and this curbs the standards pupils can achieve in physical education as well as being a safety hazard. Good use is made of the accommodation including the hard play areas outside and the grassed area. Resources are adequate in all areas of the curriculum except for mathematics, the library and physical education.

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

The school should:

- (1) Raise standards in mathematics, art, design & technology, geography, history, information and communication technology and physical education, particularly for the pupils who learn quickly, to the same high levels as currently achieved in English, science, music, religious education and swimming by:
  - ensuring teachers have high expectations,
  - implementing the school's teaching and learning policy consistently, with particular emphasis given to pupils being involved in the planning, assessment and evaluation of their learning,
  - ensuring that pupils have sufficient resources.

*[paragraph 11]*
- (2) Use information from tests throughout the school to identify strengths and weaknesses in pupils' knowledge and skills in English, mathematics and science, to predict targets at both key stages and to evaluate the school's effectiveness.  
*[paragraph 48]*
- (3) Inform parents what work their children are expected to bring home, when they should expect it and when it should be returned. Notify them of the maximum time their children should spend on any day. Ensure the school's policy on work at home is implemented consistently even when there are temporary teachers in charge of the class.  
*[paragraph 22]*

## **OTHER WEAKNESSES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

There are insufficient appropriate resources in the library and for physical education and mathematics. *[paragraph 52]*

The hall is very small for physical education, even when there is only half a class using it. There is currently too much furniture to enable sufficient space for free movement in dance and gymnastic activities and this curbs the standards pupils can achieve in physical education as well as being a safety hazard. *[paragraph 52]*

The pupils' presentation of work is not consistent. *[paragraph 22]*

Car parking facilities are limited, less than satisfactory and present a potential hazard. *[paragraph 40]*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	5	42	35	5	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		83
Number of full-time pupils known to be eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		17

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Where the number of pupils aged 7 totals less than 10 Ofsted requires that the Table of results at Key Stage 1 is not published to preserve anonymity of individual pupils.

### ***Attainment at the end of Key Stage 2***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	7	6	13

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	8	12
Percentage of pupils at NC level 4 or above	School	92 (83)	62 (83)	92 (100)
	National	75 (70)	72 (69)	85 (78)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	8	12
Percentage of pupils at NC level 4 or above	School	92 (92)	62 (83)	92 (100)
	National	70 (68)	72 (69)	79 (75)

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

Where the number of boys and girls aged 11 both number less than 10 Ofsted requires that the results of attainment at the end of Key stage 2 giving the number of boys and girls who achieved Level 4 are not published to preserve anonymity of individual pupils.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	19.3
Average class size	27.7

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

Total number of education support staff	8
Total aggregate hours worked per week	114

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	235245
Total expenditure	230709
Expenditure per pupil	2652
Balance brought forward from previous year	2955
Balance carried forward to next year	7491

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	83
Number of questionnaires returned	42

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	24	10	2	0
My child is making good progress in school.	40	43	10	5	2
Behaviour in the school is good.	55	40	5	0	0
My child gets the right amount of work to do at home.	17	55	17	5	7
The teaching is good.	50	40	7	0	2
I am kept well informed about how my child is getting on.	26	60	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	74	21	5	0	0
The school expects my child to work hard and achieve his or her best.	52	40	7	0	0
The school works closely with parents.	38	55	7	0	0
The school is well led and managed.	50	45	2	0	2
The school is helping my child become mature and responsible.	52	48	0	0	0
The school provides an interesting range of activities outside lessons.	31	62	5	2	0

The percentages may not always add up to 100 as a result of rounding up.

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

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

53. There have been improvements in the provision for children aged four since the last inspection. The accommodation has been considerably improved and the school has introduced the Foundation Stage and planned its curriculum based on the Early Learning Goals. Children under five are taught in a class with pupils aged five and six. This has the advantage that the children learn from the older pupils and from some of the activities in which they share. There are also disadvantages in that it is not possible to arrange the room and activities solely for the pupils in the Foundation Stage with some activities being more formally organised than is suitable. On these occasions the children's progress is often satisfactory rather than good even though the quality of teaching is good overall. The children join the class in the term after their fourth birthday. Most have benefited from some pre-school experience. Since the autumn term, 2000, the school has adopted the principle of the Foundation Stage and is planning the curriculum based on the Early Learning Goals in the six areas of learning; personal, social and emotional development, communication, language and literacy, mathematics development, knowledge and understanding of the world, physical development and creative development. The teacher has the assistance of a full-time trained nursery nurse as teaching assistant.
54. The number of children admitted to the school each year is small and the general attainment of the children varies from year to year. It ranges from articulate children who can read to those who perform well below that expected of children in the Reception class. By the time the children are ready to start in Year 1 most children achieve well and attain the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematics development, knowledge and understanding of the world, physical development and creative development. This is through the overall good quality of teaching. They make better progress in communication, language and literacy as a result of the good teaching and many children exceed the goals.

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

55. The children's personal, social and emotional development is promoted well. Children quickly settle into the class routines, helped by the older pupils who set a good example. Children learn how to behave and they respond in a positive manner to the adults in the class. They work well in small groups such as when they play in the 'house' and make up their own stories. They play well together when they build houses using the large blocks. They quickly learn to be independent and can dress themselves appropriately for art activities and for physical activities in the hall. This is due to the high expectations of the staff. In discussions such as when comparing objects to the size of a pencil the children learn to take turns at the activity under the guidance of an adult. Children are given opportunities to choose activities and they show good levels of concentration and perseverance when tackling these tasks, such as making models from a range of materials. They are expected to take care of the tools they use but they do not always clear up at the end of activities as they should. Pupils are likely to attain all the Early Learning Goals by the end of the Foundation Stage as a result of the good teaching and effective curriculum.

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

56. The children's communication, language and literacy skills are promoted well as a result of the good teaching. By the time they reach the end of the reception year most children are achieving all the Early Learning Goals and some children attain beyond them. The adults are good role models using language effectively to communicate to children. They praise the children for their efforts making them feel valued. Children have many opportunities to read their name and those of

the other pupils in the class. A wide selection of books is available for them to peruse. Children are keen to listen to stories told by the adults as well as listening to story tapes. They follow the story in books and on the computer and they learn to recognise the letters of the alphabet. They practise writing them with a felt tip pen on their white board, for example the letters 'ig', and this also helps their pencil control and handwriting. Children have many opportunities to speak and listen both within the whole class and in a small group. They also talk to adults one-to-one. They learn many new words through the books that are read and from the topics that are introduced to them by adults. They make up their own stories in the role-play area and act them out with their friends. Children benefit from elements of the Literacy Framework, which are taught to all the pupils in the class.

### **Mathematical development**

57. Teaching is satisfactory and by the end of the reception year most of the children will have achieved the Early Learning Goals. Many can already count to 10 and a few beyond this. They can order the numbers from 1 to 10 and they recognise the numerals. Children are encouraged by the adults' positive comments and this encourages them to have a go at answering questions. Children have opportunities to weigh ingredients when cooking their favourite chocolate cakes and they learn terms such as 'longer than', 'about the same as' and 'shorter than' when they measure a wide range of objects against a pencil. They enjoy the opportunities for practical activities but sometimes there are too many in a group or the activity goes on for too long and the children become restless as they wait to take their turn. This restricts their learning.

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

58. Children enter the school with a sound general knowledge and with the benefit of good teaching most children are likely to achieve all the Early Learning Goals by the end of the Reception year. Children can talk about where they live and the number of pets they have. They talk about special days and the activities they enjoy such as 'cuddling mummy in bed'. They use the computers for a variety of purposes and the children can handle the mouse competently. Children explore the local neighbourhood with adults and they learn about the changes that occur over the four seasons. They plant seeds and they describe how they grow. They learn to make models from a variety of materials and use tools safely.

### **Physical development**

59. Children have good opportunities to develop the control of their bodies in large movements using the apparatus and large toys outside the classroom. This is a regular feature of the children's experience and adults supervise these activities well, encouraging children by sometimes joining in. These sessions ensure that most children are likely to achieve the Early Learning Goals by the end of the Reception year. The children also join in lessons in physical education for the older pupils in Year 1 and 2, for example music and movement. Children learn how to move with 'stiff' limbs but the lesson is not so well directed at the younger children and they do not make as much progress as the older pupils in the class, although they do learn how to use the small amount of space in the hall when they are moving around. Adults ensure that the children learn to use their fingers for more delicate work such as writing, painting and sewing.

### **Creative development**

60. Adults ensure that the children have good opportunities for making models, creating paintings and collages and acting out scenes in the role-play area. Children learn to create collages using a wide range of materials such as sequins, feathers, wool and fabrics. They paint pictures such as self-portraits. Very good teaching in music ensures that the children make at least good progress by the end of the Reception year. The children learn to clap a beat (pulse) and they sing songs appropriate to their age. They listen to music by famous composers and begin to recognise particular tunes.

## **ENGLISH**

61. Standards in English for the pupils currently in Year 6 are above average overall. This is better than the results in the national curriculum tests indicated in 2000. The good standards found at the time of the last inspection have been maintained even though the school has a higher proportion of pupils with special educational needs.
62. Current standards in speaking and listening are above average at the end of both key stages. Standards in reading are sound overall with a small proportion of pupils reading at above average levels for their age at the end of both key stages. Key Stage 1 pupils listen attentively and respond clearly. In Year 2 pupils are able to read, spell and explain the use of silent letters in words such as, 'climb', 'plumber', 'gnat' and make up silly rhymes, for example, 'a knight in knitted knickers'. In Year 6 pupils are able to enter into mature discussions about their geography, history and design and technology work.
63. Most pupils at Key Stage 1 use their knowledge of letters and sounds to read unfamiliar words. In the Literacy Hour pupils read out loud and with confidence the stories they have created; for example reading their own 'once upon a time' fairy story about the princess who lived in Africa. By the end of the key stage they read accurately and with good skills to pronounce unknown words and they are beginning to develop expression in their reading. In Key Stage 2 pupils read 'Harry Potter' and 'Star Wars' with enthusiasm. They demonstrate understanding of story plot, main characters and key phrases, discussing what has happened so far and what they anticipate might happen next.
64. Standards in writing are above those expected nationally for the majority of pupils at both key stages. Key Stage 1 pupils have a good awareness of letter sounds and apply their knowledge of letter groups such as 'fr', 'dr' and 'pr' to write words such as 'frog', 'dragon' and 'princess' in their fairy story. Pupils write poetry and prayers and use their writing ability very well in other subjects such as history and geography. At Key Stage 2 pupils are writing in a range of different forms, such as writing a thank you letter to the 'Friends of Twineham' or autobiographical writing about being a policeman in Victorian times. Ideas are developed in an interesting way with a well-structured story-line. Pupils have an understanding of characterisation, setting and plot and know how to make their writing interesting to different people. Handwriting is joined, legible and mostly fluent. The overall standard of presentation of written work is mostly good.
65. The quality of teaching is good overall. Throughout school, lessons are well planned and have precise objectives that reflect the objectives in the National Literacy Strategy framework. There is good teaching of text and sentence level work. Motivating teaching methods and materials keep pupils interested and involved, enabling all ability groups to realise their full potential. Teachers use effective questioning techniques directed to the whole class, groups and individuals. Their assessment of pupils' potential is very accurate, which has a direct impact on individual pupils' learning. Teachers have high expectations of pupils' ability to learn and they provide practical help to enable pupils to meet those expectations. Teachers give precise guidance to pupils so that they understand exactly what to do. Clear and explicit links are made between learning spellings and the usefulness of this in writing. Support staff and voluntary helpers effectively have a great impact on all pupils' learning but in particular those with special educational needs. The management of pupils is usually good, which is reflected in the way pupils respond so well to adults and each other. Clearly established routines are evident. Teachers deliver literacy lessons with confidence and good subject knowledge is clearly evident. Planning is good with teachers making very clear to the pupils what they are expected to learn and how. Each teacher applies the same lesson format and activities are well structured, making good use of the time available. Pupils work hard and are quite productive during each literacy lesson. Lessons usually flow smoothly, producing an industrious working atmosphere.
66. There are sufficient opportunities for pupils to use their English skills across the curriculum at both key stages; in particular they write in subjects such as history, geography, religious education and science. Information technology is used effectively, in particular in Key Stage 2.

67. Pupils respond well to the Literacy Hours. They are used to the structure and are able to concentrate and remain interested for the full time. They are enthusiastic, relationships are very positive enabling them to collaborate and work well together. Pupils are so well supported by adults that at times opportunities for longer periods of independent work are limited.
68. Resources are good; however the provision for library facilities is inadequate, which has an impact on the acquisition of some library skills. The school is aware that this is an area for development. A subject policy is in place and the school has incorporated the National Literacy Strategy in its scheme of work for English. Strategies for assessment are good overall and they are very good for pupils with special educational needs. Leadership of the subject is good; the co-ordinator has had the opportunity to observe her colleagues teach the Literacy Hour.

## **MATHEMATICS**

69. Pupils in Year 6 attain the standards expected for their ages in numeracy and all areas of mathematics (number, algebra, space, shape and measures and data handling). The national test results in 2000 reflect this picture because of the proportion of pupils attaining above average standards. Pupils in Year 2 attain standards close to those expected for their ages. This is better than the test results in 2000 indicated, when the school's performance was well below the national average. After several years where the test results in Year 2 have been well below the national average, standards are beginning to rise. However, standards are still not high enough. The school is aware of this and, since September 2000, has increased the amount of classroom support for pupils in Year 2.
70. There are no marked differences in the performance of girls and boys. Pupils with special educational needs and those who speak English as an additional language are supported well and make good progress.
71. By the age of seven the pupils who learn quickly have a good understanding of place value to 100. They add numbers less than 20 and they recognise odd and even numbers. They know the names of different shapes and understand that they have properties but they are often not able to describe clearly what those properties are. Those who do not learn so quickly are less confident in adding and subtracting numbers to 20 and their mental recall of number facts is not to the level expected. By the age of 11, pupils of average and above average ability have a good knowledge of multiplication tables and number bonds to 100. They understand how to calculate perimeter, area and volume. They have a clear understanding of probability and some understanding of negative numbers but they cannot calculate  $-5 + -5$  correctly. They know the metric equivalent measures; for example, that there are 100cm in a metre and 1000g in a kilogram but they do not know their imperial equivalents.
72. During the inspection the teaching and learning observed throughout the school were good overall but they could be better. In the lessons seen in Class 1 where there are pupils in Year 1 and 2 teaching is at least satisfactory and usually good. In Years 2 to 4 teaching is generally satisfactory and occasionally good. When there are sufficient adults in this class for all groups to have the support of a teaching assistant the pupils learn at a good pace. However, when groups are not supported by an adult the pace of learning is slower and the pupils make only limited progress. In Years 4 to 6 the teaching is good but whilst the pupils are generally well behaved the pace at which they work is not as fast as it could be. The introduction of time limits to complete work helped the pupils to learn more as the week progressed.
73. The teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively. Planning is satisfactory. It ensures that pupils of different ages and abilities have activities appropriate to their ability to learn. Teachers use the three-part lesson structure and the learning objectives are clearly shared with the pupils at the beginning of the lesson. However, the use of questions at the end of the lesson to assess what pupils have learnt is not a strong feature of the teaching. Pupils are not encouraged sufficiently to make their own learning targets and assessments of what they know and can do. The oral and mental sessions are delivered at a

good pace and generally succeed in keeping all pupils interested and busy despite the pupils' wide range of ages and abilities.

74. In all classes, pupils use computers to help them with their understanding of mathematics and to improve their ability to add and subtract quickly. In Years 1 and 2 the pupils learnt how to enter data when they completed a pictogram showing their favourite pets. In Years 2, 3 and 4 pupils practised calculations multiplying by 3 and matched shapes. In Years 4, 5 and 6 pupils multiplied and divided numbers to 1000 by 10.
75. Teachers keep detailed records of pupils' achievements and the co-ordinator is beginning to use analyses of test results to show the strengths and weaknesses in the pupils' knowledge and understanding with a view to using the information for teaching. Teachers track individuals' progress within their class and set general targets but there is no overall picture from Reception to Year 6. Targets for individual pupils to ensure they make good progress and to make assessments of their own learning are not yet sufficiently rigorous.
76. The school has made satisfactory progress since the last inspection. The mathematics curriculum has been reviewed and the role of the subject co-ordinator has been strengthened. Weaknesses have been identified, for example, test results in Year 2, and action taken to improve the situation. School records show that pupils make satisfactory progress across the school and that standards are rising, particularly in the infant classes. Resources are generally adequate but there are insufficient balances for weighing.

## **SCIENCE**

77. Many pupils in Year 6 attain above the standards expected for their ages in science. The national test results in 2000 did not quite reflect this picture because nearly half of the pupils in that year group had specific learning difficulties. Pupils in Year 2 attain standards expected for their ages but few achieve above this level and therefore standards are not high enough. This is reflected in the teacher's assessment in 2000 when no pupils achieved above the levels expected for their age.
78. There are no marked differences in the performance of girls and boys. Pupils with special educational needs and those who speak English as an additional language are supported well and make good progress.
79. By the age of seven the pupils who learn quickly can predict an outcome, observe carefully and record the results using labelled diagrams and simple explanations. For example, in an experiment on reversible and irreversible changes they predict that ice changed into water is reversible by freezing the water into ice again. Pupils who learn more slowly know the names of parts of the body and they know what humans need to survive on a desert island. By the age of eleven, pupils know what a 'fair test' is and use it in their investigations. Pupils devise their own questions to investigate, for example when carrying out experiments on insulation materials.
80. The teaching observed during the inspection was very good and contributed effectively to pupils' literacy and numeracy skills. Standards should rise if this quality of teaching is maintained. In Years 2, 3 and 4, the teacher was assisted by a lecturer in science from a local university and the pupils were very excited and interested in the experiments on light. Pupils worked at a good pace and quickly learnt that light is a form of energy, that it bounces off objects and that light is not white but made up of colours in the spectrum. In Years 4, 5 and 6 pupils were involved in investigations concerning the body. They were given pulse rates over a period of exercise and rest for two persons and they were challenged to consider which person was fittest. Throughout the school pupils are involved in investigations and this is leading to pupils enjoying their science and making at least satisfactory gains in their learning. Information and communication technology is used to help pupils with their learning. Pupils have experience of using probes and sensors for data collection.

81. The aspects of very good teaching which promote good learning by pupils include:
- well-planned lessons with a range of activities matched to the different age groups and levels of ability;
  - teaching based on good subject knowledge that enables teachers to use probing questions to make pupils think;
  - high expectations of pupils both in behaviour and work;
  - good support for pupils with special educational needs which enables them to benefit significantly from the investigative approach;
  - time targets for completing certain tasks, particularly discussion and recording to ensure the pace of working is sustained.
82. Teachers know their pupils well and assess their learning for use when planning future work. Teachers track the progress of individuals within their class and set general targets but there is no overall picture from Reception to Year 6. Targets for individual pupils to ensure they make good progress and to make assessments of their own learning are not yet sufficiently rigorous.
83. The school has made satisfactory progress since the last inspection. The co-ordinator's role has been strengthened. Standards have risen since the last inspection when the substantial majority of pupils attained the national expectation.

## **ART AND DESIGN**

84. Only one lesson was seen in each key stage during the inspection. Judgements are based on a scrutiny of pupils' work, discussions with staff and pupils and evidence from lesson observations. In both key stages pupils reach average standards, overall, and make sound progress but standards could be higher. The rate of progress has been maintained since the last inspection.
85. By the end of Key Stage 1, pupils know how to mix their own colours, they paint Celtic patterns and they know that these were used to frighten the Roman soldiers away. Their drawings of winter trees show that they are developing sound observational skills and control over the media they are using. Pupils know that different artists paint in different styles and they make their own pictures using different techniques, for example when painting water lilies in the style of Monet.
86. By the end of Key Stage 2, pupils are able to recognise similarities and characteristics in the work of Van Gogh. They are developing their understanding of colour, texture, pattern and line in two- and three-dimensional artwork. Using a range of tools, materials and techniques they create 'Joseph's Dream Coat', authentic Greek designs, pottery and human portraits as well as paintings inspired by music. The finished products are pleasing to the eye and even more importantly pleasing to the pupils.
87. Good links have been established with other subjects such as history and information and communication technology. Pupils are beginning to collect visual evidence but this area is not as yet sufficiently developed and it is lacking in quality and quantity.
88. Pupils have a positive attitude to their work and behaviour is always good and sometimes very good. They handle tools and equipment carefully and share resources happily with others. Pupils maintain their concentration well. They listen carefully to instructions and have a clear understanding of what they have to do.
89. Teaching is good and this should lead to better standards. Lessons are well prepared and there are clear learning objectives. Teachers organise the resources and activities well and therefore pupils have the equipment readily to hand and can start work quickly and efficiently. There are

high expectations of pupils' behaviour and teachers have good control, which means that pupils can work undisturbed and have high levels of concentration. This produces a good working environment that encourages pupils to try their best. Teachers work well with pupils, providing support and advice. Pupils benefit from visitors such as the artist in residence scheme and the Roman soldier visit.

90. Strategies for assessment of what pupils have learned are satisfactory and resources are adequate for the work that pupils need to undertake.

## **DESIGN AND TECHNOLOGY**

91. During the inspection no direct class teaching was seen. Judgements are based on a limited range of previous work, photographic evidence and through discussion with pupils, staff and teachers' planning documents. At the last inspection standards were judged to be in line with national expectations for both key stages. The school has maintained these standards and pupils, including those with special educational needs, continue to make sound progress as they move through the school. Teachers' planning and the scrutiny of work show that all elements of the National Curriculum Programmes of Study are covered. There is still only limited evidence of pupils' written evaluation of their work as there is of practical outcomes of their work.
92. By the time pupils leave school at eleven they know that design is an essential part of the subject. They prepare their own designs from a brief given by the teacher. For example, they design and make a paperweight and a Greek pot. They design and make an insulated 'Seaboard' house and include relevant notes and measurements to produce a working model. They understand that models have to be strong enough to be functional and modify their designs to improve the finished product. They have a sound working knowledge of how to use various materials and equipment safely.
93. Arrangements for the assessment of what pupils know and can do are satisfactory; their work is assessed at the end of each design and technology project.
94. Pupils enjoy the subject, particularly when they are presented with challenging tasks. They confidently explain how they designed and made their paperweights and Greek pottery.

## **GEOGRAPHY**

95. During the Inspection no direct class teaching was seen. Judgements are based on a limited range of previous work, teachers' planning documents and through discussion with pupils and staff. At the last inspection standards were judged to be in line with the national average for both key stages; those standards have been maintained. During the inspection, Year 6 pupils demonstrated their knowledge and understanding about the work in their books. The range and depth of topics studied meets the requirements of the National Curriculum Programmes of Study but is not sufficiently challenging, in particular for the more able pupils.
96. Key Stage 1 pupils develop their knowledge about where places are and what they are like through investigating physical and human features of their own surroundings. Through visiting their local village, the church and other places of interest they know and use geographical terms correctly. They visit Pagham Harbour and Sidlesham village, observe housing types and are able to plan their route from home to school and map their playground. They learn about environmental conditions and changes and how the weather affects the environment and people, for example the recent floods. They think about how their own environment differs from another country they have visited or learned about.
97. By the end of Key Stage 2 pupils demonstrate their knowledge and skills in relation to studies of a range of places and themes. They are developing their enquiry skills, asking questions such as,

'What is this landscape like?' and 'Why do I think it is like this?' They have learned about different European landscapes. They can explain why and where we can find the only European desert in Spain. They compare European localities such as Holland and Germany with England; they have studied rivers in those countries and their effects on the landscape. Pupils understand and use correctly geographical terms. They know that rivers have sources, channels, tributaries and mouths. They have an understanding about erosion, transportation and deposition of materials.

98. In discussion, pupils demonstrate their knowledge and understanding of what has been studied. Learning is satisfactory. They have good attitudes to learning and they respond with enthusiasm when discussing the work in their project books. However, there is no evidence that pupils engage in extended enquiry and the use of information technology to support their project work is limited.
99. Arrangements for assessment of geographical skills, knowledge and understanding are satisfactory. Resources to support pupils' learning have been improved upon; pupils now have access to adequate reference books and other resources such as globes and atlases. Good use is made of the local environment and residential visits to the Isle of Wight and this is having a very good impact on pupils' learning.

## **HISTORY**

100. During the inspection only three lessons were observed, two at Key Stage 1 and one lesson at Key Stage 2. Additional evidence was gathered from teachers' planning, pupils' work and discussions with pupils and staff.
101. At the end of both key stages standards are in line with national expectations and this is similar to the findings reported at the last inspection. At Key Stage 1, pupils develop an understanding of time through simple sequencing of events and from noting changes in their own life. They listen to stories of people and events from the past and then use their understanding of chronology to sequence objects, the history of their own school and village. Pupils have learned to develop historical questions such as 'What happened first, second and third?' 'When did this happen?' 'Which is the oldest and newest?' 'Were schools the same then and now?' Pupils dress up and enjoy engaging in drama lessons of life in Victorian times. Key Stage 2 pupils demonstrate good factual knowledge of Victorian and Roman times. They know that the Romans invaded Britain in AD 43; they know the legend of Rome and the story of Romulus and Remus. During a drama lesson pupils act out a Roman market place. They know that objects such as coins and pottery pieces found during excavations or by using metal detectors will tell us a great deal about the past, such as how people lived, the clothes they wore and the houses they lived in. Pupils talk about visiting the Coliseum in Rome and that Romans had baths and hot water thousands of years ago. Pupils identify and explain different ways of representing and interpreting the past and are able to communicate their findings in a variety of ways.
102. The quality of teaching is satisfactory. Lesson planning is sound with clear objectives for learning historical facts and questions relating to historical enquiry. Teachers' subject knowledge is secure and they are adept at focusing the activities of groups and individual pupils. However, there is insufficient opportunity for pupils to follow their own lines of enquiry and more able pupils fail to realise their full potential. Assessment of pupils' knowledge and understanding is continuous and is summarised at the end of each project.
103. Pupils clearly enjoy their lessons; they listen with interest to both their teachers' introduction to the topic and to ideas expressed by their peers. They are thoughtful in their responses and productive during lesson times. They take a pride in their finished work.
104. Since the last inspection the role of the co-ordinator has been strengthened.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

105. Standards are average overall. Pupils are very keen to use the computers and they make satisfactory progress overall, not least because of their perseverance to complete tasks. A large proportion of pupils have access to computers at home and this has a positive impact on their skills. There are no marked differences in the performance of girls and boys. Pupils with special educational needs and those who speak English as an additional language are supported well and make good progress.
106. Pupils in Years 1 and 2 attain levels commensurate with their ages. They are taught skills in small groups, for example how to put in information concerning the colour of each child's eyes and their favourite pets to form a pictogram. The skill is demonstrated to the pupils through the teacher instructing one pupil whilst the remainder watch and provide the appropriate information. Pupils practise their skills at other times, for example adding numbers below 20.
107. Pupils in Year 6 attain levels commensurate with their ages in many aspects of information and communication technology. Pupils have their own folder in which to keep their files on the computers in their classroom. They can switch the computers on, find their folders and open their files. They use computers across a range of subjects. They research information, for example about other countries, and present this on a poster for others to read. They practise their arithmetic skills and they use sensors to record data from their scientific investigations. Pupils use e-mail to send letters and they access web-sites concerning their science investigations. There are some aspects of information and communication technology which the pupils have not had regular access to but there are plans to ensure pupils have these experiences before they leave the school, for example multimedia presentations.
108. Teaching is satisfactory overall. It is better when teachers take groups of pupils and instruct them on how to carry out tasks. On a few occasions, when pupils are left to work on their own or in pairs, pupils have insufficient help; for example a pupil who opened a mathematics program but was unsure of what she should do flicked through different programs until she found one she liked. In the fifteen minutes she was using the computer she was not visited by an adult to ensure she was carrying out the correct task. Learning was unsatisfactory in this case.
109. Information and communication technology is a focus in the school improvement plan. Staff have received training to ensure they have the necessary subject knowledge. There are plans to improve the number of computers, and therefore accessibility to them, although there is limited space in which to make use of them. A system of record keeping has been introduced and a revised scheme of work is nearing completion. The school has the regular support of an able technician.
110. The school has only just made sufficient progress since the last inspection. The recent emphasis has ensured that standards are being maintained. However, the prospects for the future are good as staff and pupils are so positive about the subject and staff wish to improve the standards attained.

## **MUSIC**

111. Pupils aged 7 attain standards above those expected for their age and pupils aged 11 attain standards well above. Pupils enjoy their music making activities. The tuition provided by visiting instrumental teachers and the extra-curricular activity, the school orchestra, enhances the provision and extends the opportunities for the more able and gifted pupils. All pupils from Year 4 to Year 6 learn to play the recorder and the ability to read music. Pupils perform confidently and well in assembly to accompany singing.

112. Younger pupils sing well. They learn to combine musical elements of pitch, duration, dynamics and tempo within simple structures. Pupils in Year 2 are able to improvise and add to the accompaniment of songs. They understand the different parts; for example the piano plays the introduction, and they know where the chorus and the instruments begin.
113. Pupils of junior age listen with very good concentration to music of great composers. They can express their feeling for music, for example, when listening to 'Mars' from the 'Planets Suite' by Gustav Holst they offered words such as 'action-packed', 'powerful', 'staccato', 'exciting' and 'mysterious', therefore linking these lessons with literacy. Pupils sing well in unison and in two and three parts. They perform a set rhythm together and then individuals make up their own rhythm to fit the same time space. Pupils compose their own music, which is often related to learning in other lessons such as the 'environment'.
114. The quality of teaching and learning is very good overall. Throughout the school, lessons are taken by a specialist music teacher who also leads the school orchestra. She co-ordinates the whole programme most effectively. Other teachers support the pupils' learning by teaching pupils the recorders and developing musical skills at other times in the week, for example in assembly. The key strengths of the teaching are:
- very good subject knowledge and technical expertise which ensures that activities are interesting and appropriate for the different levels of achievement within the class.
  - High expectations of behaviour and learning and very good relationships with pupils, which ensure they behave and concentrate well. Time is therefore used very well and lessons have a very good pace.
  - very good strategies for teaching pupils new songs, for example, when learning a new song from Nigeria the teacher sang the line first and the pupils then repeated it. When they did not follow correctly the teacher repeated the line and asked the pupils to listen again before trying it once more. This ensured the pupils learnt the song very quickly. Diction and breathing are emphasised. On other occasions able pupils were asked to lead the singing and to teach other pupils.
  - pupils with above average skills are encouraged to perform to their ability, for example on the keyboard to accompany singing.
  - using correct terms at all times and continually referring to previous learning to ensure that pupils remember; for example, when the word *ostinato* occurred as the result of a question from the teacher to the pupils, they were asked what other music they had heard that included a repeated bass line.
115. Improvement since the last inspection has been good. The above average standards reported in the last inspection have been maintained and for pupils in Years 4, 5 and 6 improved. Although the co-ordinator teaches most of the music her aim is to share her expertise with her colleagues so they become sufficiently accomplished to achieve the same results.

## **PHYSICAL EDUCATION**

116. Lessons were seen in games, dance and swimming during the inspection. It was not possible to see lessons in gymnastics, athletics or outdoor and adventurous activities but photographic and other evidence was produced. Pupils throughout the school, including those in Year 6, achieve standards expected for their age except in swimming where they achieve above.
117. Younger pupils are enthusiastic in the physical activities and they respond positively to the teacher and to the recorded tape. They move in accordance with the instructions, walking,

jumping on the spot and wiggling their hips. All pupils can skip well. They learn to make one movement 'stiff and strong'. They begin to learn about the effects of exercise on the body and particularly the heart.

118. Pupils in Years 2, 3 and 4 move around the hall to music but have to be reminded what a 'sequence' is. They interpret movements such as those that are heavy. They move as though they are 'tired and unfit', although most pupils require a demonstration by two of their number to make their movements more life-like. Pupils in Years 4, 5 and 6 play team games with a clear understanding for the need for rules. They usually practise their skills conscientiously but there are occasions when pupils do not apply themselves to the task and learning is unsatisfactory. Pupils throughout the school make good progress in swimming. By the age of eleven, pupils swim much further than the minimum 25 metres required in the National Curriculum. They swim with a range of strokes using good technique. They have an understanding of water safety and have acquired some of the skills linked with 'Life Saving'.
119. Teaching is satisfactory overall although it varies across the school and in the elements of physical education. In swimming, the teaching is very good. Instructors at the pool carry out most of the teaching but teachers do take responsibility for groups of pupils or individuals. All have very good subject knowledge and they use this to give clear instructions on how to improve stroke technique and other water skills. The choice of activities maintains the pupils' interest and they respond by working hard to improve their skills. Adults praise pupils for their efforts and achievements, which encourages pupils to try harder. Expectations of the pupils are high in terms of behaviour, effort and attainment and the pupils respond accordingly. The lesson is conducted at a good pace and the pupils of all abilities make good progress in the acquisition of skills.
120. Teaching in dance is satisfactory. Teachers' subject knowledge is limited and this restricts the pupils' learning. The space in which the pupils work is very small and cluttered by furniture that restricts movements and therefore pupils' imagination, even for half classes. Teaching in games is unsatisfactory overall. Teachers' planning shows that skills to be learnt are appropriate to the ability of the pupils but there is no difference in the activity for those who have good skills and those who do not. Teachers employ good strategies for demonstrating the skills they want the pupils to learn; for example, 'dribble the ball with your feet like a penguin', but there are too many occasions when pupils are merely watching a few of their number taking part in the activity and they make insufficient progress in learning new skills. They have too few opportunities to plan and evaluate their own work as teachers do not give them enough time to reflect and offer views on their own and others' performance.
121. Since the last inspection, there have been some improvements. Standards of swimming have been at least maintained and the school has acquired apparatus for gymnastics in the hall. Pupils continue to participate in a wide range of extra-curricular activities and these have a positive effect upon the standards pupils achieve. However, pupils do not reach their full potential in dance, games and gymnastics. The facilities for outdoor activities are appropriate, especially as the field's drainage has been improved, but the indoor accommodation is still too cramped and represents a safety hazard. Resources are generally adequate although in the week of the inspection a number of balls were not fit for use as they had not been inflated correctly.

## **RELIGIOUS EDUCATION**

122. Only one lesson was observed in each key stage. Judgements on standards are based on the analysis of work and discussions with staff and pupils and on lesson observation.
123. Most pupils exceed the national expectations for religious education in both key stages. This is an improvement on the findings of the previous inspection when a smaller proportion exceeded national expectations. In Key Stage 1 almost all pupils know that faith communities have special days for worship. They are able to explain what a special day means to them. Younger pupils for example, 'like Sundays because I can snuggle up in bed with mum' or, 'on Sundays I go to

Sunday school'. In Key Stage 2, pupils are able to discuss with considerable maturity the link between belief and action and what they could and should do in a given situation. Pupils identify and discuss things of importance and develop a progressive understanding of human experience. They explore and share their own experiences with considerable confidence. Pupils refer to the Bible for moral guidance and use 'wwJd', 'what would Jesus do?' to help them make sensitive and difficult personal decisions. Older pupils' attempts at making sense of and searching for meaning are at an extremely mature level; for example, a Year 6 pupil interpreted a set task, 'Thoughts beyond myself' through this poem, 'Feelings of the Church':

We worship in this special place  
All different colour, age and race.  
Thinking of the world above,  
Flying like a peaceful dove.  
Trying to undo all our sins,  
Hearing the church bells when they ring.'

124. Pupils are developing a progressive understanding about the nature of religious beliefs and practices and the importance of these to believers. Pupils have some knowledge of Christianity and other religions. They are respectful and tolerant towards those who adhere to different faiths.
125. The response of pupils to the subject is positive. They acquire new skills and increase their understanding of religious concepts. The work in their books and on display is of a high standard as a result of good teaching. Teachers have good subject knowledge enabling them to teach the content of the scheme of work and the agreed syllabus for religious education. Lesson planning is sound. Pupils demonstrate their ability to concentrate, applying intellectual and creative effort.