

# INSPECTION REPORT

## **ASHURST WOOD PRIMARY SCHOOL**

Ashurst Wood, East Grinstead

LEA area: West Sussex

Unique reference number: 125929

Headteacher: Miss A D Barnes

Reporting inspector: Mr Richard Brent  
7465

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> January 2000

Inspection number: 189586

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	School Lane Ashurst Wood East Grinstead West Sussex
Postcode:	RH19 3QW
Telephone number:	01342 822584
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mrs Jan McGarty
Date of previous inspection:	24 <sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Richard Brent	Registered inspector	Mathematics	What sort of school is it?
		Science	The school's results and pupils' achievements
		Design and technology	How well are pupils taught?
		Art	How good are the curricular and other opportunities offered to pupils?
			How well is the school led and managed?
John Kerr	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
Barbara Johnstone	Team inspector	English	
		Music	
		Religious education	
		Under fives	
Bernard Treacy	Team inspector	Geography	How well does the school care for its pupils?
		History	
		Information technology	
		Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Ashurst Wood. It is smaller than most primary schools, with 138 pupils on roll, compared to the national average of 226 pupils. There are 37 pupils (27 per cent) identified as having special educational needs. This figure is above the national average. There are two pupils with statements of special educational needs and no pupils with English as an additional language. Most children enter the school in September of the year in which they are five with levels of attainment expected for the age group. The school is very well supported by the local community.

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

This is a school which is well placed to move forward and continue to raise standards. The quality of teaching is at least satisfactory and often good and this has a positive effect on pupils' learning. Leadership and management are effective. The headteacher, governing body, staff and parents work closely together in pursuit of higher standards. The school recognises its past weaknesses and is demonstrating a very good capacity for improvement. It is providing opportunities for higher levels of attainment. The school has below average income per pupil and gives sound value for money.

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

- The recently appointed headteacher and deputy provide good, professional leadership.
- The governing body's role in strategic and financial planning is very good.
- Pupils have good attitudes and behave very well in and around school.
- The school has good welfare arrangements and takes good care of its pupils.
- The school has good relationships with parents, resulting in their enthusiastic participation in the work of the school.
- The school provides a good range of learning opportunities.
- School reports are of good quality.
- Relationships are very good throughout the school.
- All at the school are committed to further improvement.

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

- Standards at Key Stage 2. Whilst there is now clear evidence of an upward trend in standards, particularly in Key Stage 1, historically there has been a marked measure of underachievement, mainly in Key Stage 2. This is particularly noticeable in extended writing, information communication technology and religious education. The school is aware of this and has them as priorities in the school development plan.
- Day-to-day assessment and its use to plan and organise teaching in mixed aged classes.
- Formalisation of arrangements for the assessment of risks.

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

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

Improvement between the previous inspection and the arrival of the present headteacher was slow, but the rate has been rapid since her appointment. Many new initiatives have been put in place and improvement is now firmly established as part of the school's culture. Since the school's last inspection in June, 1996, the results achieved by seven-year-olds in the national tests have declined. Results for eleven-year-olds have fluctuated overall below the national average. An upward trend is now discernible in work seen at both key stages. Issues raised in the last report, regarding the curriculum and the provision of greater challenge for higher attaining pupils, have only recently been fully addressed. As a result, there has been a marked improvement in team work and staff morale. Improvements in school development planning, initiated by the present headteacher, have resulted in improvements in the work of the school and long-term strategic planning is now more effective. The overall management of the curriculum is satisfactory.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	E	B	D	E
Writing	D	D	E	E
Mathematics	D	E	C	E

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

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
	1997	1998	1999	1999
English	D	B	C	E
Mathematics	D	D	E	E*
Science	D	C	D	E

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

Inspection evidence shows that standards at the school are above those expected nationally at Key Stage 1 and in line with them for the under fives and at Key Stage 2. At the time of the previous inspection, pupils achieved levels in end of key stage tests which were appropriate for their abilities. Since then there have been changes to the tests, with a greater element of external testing and less teacher assessment. Nevertheless, the above tables show a decline in test results, particularly for eleven-year-olds. In 1999, results of tests and tasks were below the national average in reading, well below in writing and at the average in mathematics when compared with all schools. In comparison with schools in a similar context<sup>1</sup>, these results were well below average in reading, writing and mathematics. National Curriculum assessment results for eleven-year-olds in 1999, were average in English, below average in science and well below average in mathematics. When compared with schools in a similar context, results were well below average in all subjects.

At Key Stage 1, the percentage of pupils reaching the expected Level 2, was below the national average in reading and writing. However, the percentage reaching the higher Level 3 was above average. This shows good achievement of the higher attaining pupils. However, there is a measure of underachievement of higher attainers among eleven-year-olds in mathematics and science. In English, the percentage of pupils reaching the expected Level 4 was close to the average but the percentage reaching the higher Level 5 was below average. In mathematics, the percentage of pupils reaching both levels was below the national average, as it was in science.

The decline in standards has been partly due to variations in ability among different year groups, some groups having higher levels of pupils with special educational needs. Progress on school improvement in some subjects has been slow and the results of the national tests reflect this. Too few pupils have achieved higher than average levels, depressing overall attainment. The present headteacher has recognised the urgent need to raise standards and is taking the appropriate steps.

<sup>1</sup> Schools in a similar context are those defined as having the same proportion of pupils eligible for free school meals.

For example, teachers' planning and methods have improved and a crisper pace is now evident. The introduction of the Literacy and Numeracy Strategies is already having a positive effect on learning and, in work seen during the inspection, there is now a noticeable upward trend in standards.

Currently, levels of attainment throughout the school are above expectations at Key Stage 1 and in line with them at Key Stage 2 in English, mathematics and science. Standards in information technology are below expectations at both key stages, mainly because of insufficient equipment and previous lack of curriculum coverage. Similarly, in religious education, the levels of attainment of the majority of pupils are not yet meeting the requirements of the Locally Agreed Syllabus at Key Stage 2 because pupils have not spent enough time on them. Standards have been maintained in all other subjects. The quality of pupils' learning in most lessons is now good and progress over time is satisfactory. The school is monitoring pupils' individual progress carefully in literacy and numeracy and uses this information well to set realistic targets for future improvement. It is already well on its way to achieving the statutory targets set for the year 2000 at Key Stage 2 and to exceeding them at Key Stage 1.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good and make a significant contribution to the quality of learning.
Behaviour, in and out of classrooms	Behaviour around the school is very good and pupils require the minimum of adult supervision when working independently or when playing.
Personal development and relationships	By the end of Key Stage 2 pupils are enthusiastic learners and ready for the next phase of their education. The quality of relationships within the school is very good.
Attendance	Attendance is above the national average and there is no unauthorised absence.

Pupils' attitudes and values are strengths of the school. They are enthusiastic in the face of challenge and their improved involvement in extra-curricular and other curriculum opportunities is good. They are polite and trustworthy and show great respect for the feelings, values and beliefs of others. Relationships are very good. Older pupils care about younger ones and look after them at break and dinner times. Pupils know right from wrong and have high expectations of acceptable behaviour from each other. Their good attendance record makes a significant contribution to the quality of learning.

## TEACHING AND LEARNING

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

*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.*

The quality of teaching in English and mathematics is at least satisfactory and often good. Literacy and numeracy skills are taught soundly and teachers plan these lessons well. In all subjects, they teach the skills required to achieve the tasks set. They generally prepare lessons well, but on occasions, mainly because of the range of ability and ages in classes, the needs of all pupils are not always met because daily assessment is not fully used. As a result of the teaching, most pupils learn well and make sound progress in lessons. There was no unsatisfactory teaching seen during the inspection. 100 per cent of teaching was satisfactory or better. It was satisfactory in 53 per cent of lessons and good in 47 per cent of lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum, including that for the children under five, is broad, balanced and relevant. It caters well for the wide range of pupils' interests and abilities and offers a good range of learning opportunities.
Provision for pupils with special educational needs	The provision is satisfactory. Work generally matches individual education plans and pupils make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good for moral and social and satisfactory for spiritual and cultural development. The school encourages pupils to value and respect each other and adults. Rules are clearly understood and poor behaviour is not tolerated by pupils or adults. Pupils appreciate their own and other cultures but opportunities for spiritual and cultural development in many subjects are currently limited.
How well the school cares for its pupils	The school provides a caring and effective learning environment. Teachers and support staff know their pupils well.

The school has good links with parents and the impact of parents' involvement in the work of the school is good. Good links are made between the subjects of the curriculum, so that new learning in one subject consolidates previous learning in another. Literacy and numeracy provision is good. Whilst the newly developed religious education curriculum is now in line with the Agreed Syllabus, it has not been in place long enough to have a positive impact on standards. There is a good range of well-organised extra-curricular activities. The school has good provision for personal, social and health education, including sex education and drug mis-use. The school makes good use of visits to local places of interest, and residential visits for Years 5 and 6. These visits are beneficial and greatly enhance pupils' learning. There are good and well implemented procedures for monitoring pupils' welfare and behaviour. However, whilst there is some good assessment practice in place, particularly in English and mathematics, it is not used consistently to match lessons to the range of pupils' aptitudes.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives strong, professional leadership. She has successfully implemented a number of new initiatives in a short space of time and has a clear vision for a future based firmly on raising standards. She is ably supported by the hard-working, dedicated staff.
How well the governors fulfil their responsibilities	The governors provide very good strategic leadership. They support the school and have appropriate committee structures. They meet their statutory obligations and share the headteacher's commitment to school improvement.
The school's evaluation of its performance	The school has a general view of its work and is implementing procedures to analyse what works well and why. These procedures are already producing better results.
The strategic use of resources	Financial planning is focussed on well-defined educational priorities. The school uses available resources well. Good use is made of specific grants.

There is a satisfactory number of suitably experienced and well-qualified staff to meet the demands of the curriculum. There is a good level of well-qualified support staff who are deployed well and adequate learning resources for most subjects. Accommodation is satisfactory and used well. The headteacher monitors teaching and its effectiveness soundly; this helps to produce better teaching which benefits pupils' learning. The governors understand the strengths and weaknesses of the school well and are involved in monitoring its work. They use the principles of best value very well but need to formalise arrangements for risk assessment.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The caring ethos.</li> <li>• The good behaviour throughout the school.</li> <li>• The school is prepared to discuss problems.</li> <li>• Improving standards in English, mathematics and science.</li> <li>• Parents are now better informed.</li> <li>• The good links with the community.</li> <li>• The headteacher is well respected by staff and pupils and is a good leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Some classes are too large, particularly where there is a range of ages.</li> <li>• Test results have not been good.</li> <li>• The balance of the curriculum, with foundation subjects losing out to core subjects in recent years.</li> <li>• The range of extra-curricular activities.</li> <li>• Arrangements for homework.</li> </ul>

Inspectors agree with all the positive comments made by parents. They also conclude that standards and test results have been unsatisfactory but that they are now improving. There remains a need to challenge all pupils in the mixed age classes but the curriculum is broad and balanced and covers all subjects adequately. There is a suitable range of extra-curricular activities and homework arrangements are satisfactory.

## **PART B: COMMENTARY**

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

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

- 1 Standards of attainment when pupils left the school in July 1999, at the end of Year 6, were at the average in English, below the average in science and well below the average in mathematics. In comparison with similar schools, results were well below average in all subjects. However, inspection evidence shows that in all three subjects, pupils' attainment in the current Year 6 will be higher. The school's targets reflect this and it is anticipated that there will be a significant improvement in 2000. Weaknesses identified in the previous report relating to standards have been addressed successfully, particularly in art.
- 2 In 1999, in National Curriculum tests, at the end of Key Stage 2, the proportion of pupils achieving the expected Level 4 or above was at the national average in English, well below the national average in mathematics and below the national average in science. Similarly, the proportion of pupils achieving the higher Level 5 was at the average in English and well below in mathematics and science. Over the last four years, the trend in the school's average points score for all core subjects was broadly in line with the national trend.
- 3 In 1999, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was very low in comparison with the national average in reading and writing and below the national average in mathematics. However, the proportion achieving the higher Level 3 was above the national average in reading and mathematics and well above it in writing. Overall, taking account of the full range of attainment, results were below the average in reading, well below in writing and close to the average in mathematics. In comparison with similar schools, results in reading, writing and mathematics were well below the average. Since 1996, results have fluctuated in reading but have overall been below the national average. In writing, standards have declined consistently since 1996 and in mathematics they rose in 1999 after a similar period of decline. Inspection evidence indicates that standards currently are above the average in reading, writing and science.
- 4 Children join the Reception class with attainment that is broadly at the average. Children's vocabulary is generally good. Assessment of children shortly after entry to Reception confirms this picture of attainment. Children improve well during their time in Reception and most achieve the expected levels by the age of five in all areas. Speaking and listening skills are good and most know that text carries meaning and re-tell stories from pictures. Vocabulary improves well. Simple writing skills also improve steadily. Children's work in the mathematical area of learning improves soundly and attainment is at the expected level by five. Children's knowledge of the world gradually increases: for instance, they describe the features of plants clearly. They use a wide range of media, mix paint well and produce colourful, careful paintings to represent various fruits and animals. They know the connection between the computer mouse and the point on the screen. They use construction bricks well to produce higher and wider structures. They develop good physical control when moving across a range of apparatus.
- 5 Pupils in Year 2 are achieving above average standards overall in English, mathematics and science. Attainment is below average in information technology but most pupils meet the expectations of the Locally Agreed Syllabus in religious education. Most pupils read well and over a half achieve good standards; attainment in this area is above average. Writing skills of current pupils are less well developed and attainment is around the average; only a few pupils achieve higher standards. Handwriting is satisfactory but standards of presentation are variable. Pupils listen extremely well and speaking skills are of a high standard. Many pupils have a wide vocabulary. The increased amount of time devoted to English in Key Stage 1 is having a positive effect on pupils' literacy skills. These are improving and are used well in science, geography and history. Pupils' mathematical knowledge is above average. Most add and subtract numbers easily to 100 and know a range of two-dimensional

shapes. Pupils' numeracy skills are used well across the curriculum. In science, pupils' attainment is above average by the end of Year 2. They have a good knowledge across all areas of science. They describe the properties of different materials and test which one would make the most waterproof roof. Pupils' skills also develop well, especially observation and description. A good range of methods is used for recording. In information technology, attainment is marginally below average; most pupils can use the keyboard to import text and control the mouse satisfactorily but after that their knowledge of operations is limited. In religious education, most pupils have a satisfactory knowledge of the outlines of some faiths and know about festivals, such as Holi and about Advent leading up to Christmas. They also understand that many religious ceremonies and festivals include the use of candles.

- 6 Pupils in Year 6 show attainment that is average in English and mathematics and above average in science. Standards are below the expected levels in information technology and, in religious education, pupils' attainment is below that expected in the Locally Agreed Syllabus. Pupils read accurately and understand well what they have read. Handwriting is neat and joined. Pupils write using correct punctuation and reasonably accurate spelling. However, sustained writing and the use of imaginative vocabulary is unsatisfactory. Pupils' listening skills are extremely good and many pupils answer questions confidently and share their ideas willingly in class. The majority of pupils know how to use the contents and index pages of a non-fiction book and they also understand the classification system used in the library. Pupils' literacy skills are sound. However, a weakness is that most subjects require little extended or different styles of writing. Although they write up their experiments well in science, insufficient use is made of diaries and first-hand accounts in subjects such as history and religious education. Pupils' mathematical knowledge is average. Pupils have sound number skills, and apply these well when solving problems. Pupils' mental mathematical skills are improving and are now satisfactory. They draw block graphs and line graphs with reasonable accuracy and are able to interpret data from graphs. Pupils' numeracy skills are improving and are now average. They are used well to support learning, particularly in science. Their knowledge of science is above average. Pupils use scientific vocabulary well, mainly because teachers emphasise it when discussing science topics. Pupils display good skills when working on practicals and their progress is helped because they enjoy these activities. In information technology, attainment is below average. Whilst pupils use word processing facilities competently, they rarely have opportunities to develop skills such as control across a range of subjects. Pupils' knowledge of religious education is below that expected, mainly because of the time spent on the subject. Whilst most pupils have a satisfactory understanding of Christianity, many show weaknesses in the understanding of a range of world faiths such as Judaism, Islam and Hinduism.
- 7 In other subjects the achievement of most pupils is satisfactory in relation to their prior attainment. However, there has been a particular improvement since the previous report in art, where many pupils now display good standards of attainment. They use a range of media to good effect and appreciate the work of different artists, such as Picasso, Van Gogh and Klimt. In music, pupils sing very well and compose simple pieces to be played on their instruments. In history, pupils' knowledge of life in past times is satisfactory and they have a secure understanding of the major events. In geography, pupils know why nations are inter-dependent and about environmental issues.
- 8 Throughout the school, pupils' achievement is satisfactory and improving. This is due to well organised curricular planning and teaching. Pupils are helped to achieve by the use of good questions and some interesting links with other subjects. Achievement across the wide range of subjects is strongest in Key Stage 2 but this is mainly a function of the quality of these particular groups of pupils. By the end of Key Stage 1, pupils have acquired a good range of language skills and this helps them make good progress in other subjects. Nevertheless, the school recognises that it has not yet helped pupils achieve sufficiently highly both in extended writing and in mathematics. It hopes that the introduction of the new national strategies will help them succeed rather more. At times, achievement for some of the higher attaining pupils is not sufficiently high. This is because they are not moved on to new topics or problems quickly enough, mainly because day to day assessment is not always used constructively.

- 9 Pupils with special educational needs make satisfactory progress throughout the school. However, pupils of marginally below average attainment make particularly good progress in English and mathematics at Key Stage 2 as the result of the judicious use of additional funding to produce extra adult support. The amount of progress is illustrated by the fact that a number of pupils with special educational needs are expected to reach the average National Curriculum levels in the year 2000. Currently, the school has above average numbers of pupils with special educational needs. There is little significant difference in the attainment of boys and girls by the end of Key Stage 2. The school sets appropriate targets in relation to attainment in English and mathematics for each year group, and has set targets in science. The data and targets are reviewed carefully and revised regularly. On the basis of previous assessment information, targets are sufficiently challenging. However, with such small numbers, the departure, or arrival, of one pupil in Year 6 can have a disproportionate effect on results when comparisons are made with national averages.

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

- 10 Pupils have good attitudes to their work and are keen to take part in lessons and the extra activities which the school provides. They are very well behaved both in class and as they go about the school. Pupils show initiative and are increasingly able to contribute to the life of the school. They form good relationships and are considerate of others. Attendance is good.
- 11 Pupils are keen to come to school. They greet their friends and their teachers cheerfully and there is a purposeful and prompt start to the day. They have an easy manner with strangers and are very prepared to discuss things or answer questions. From the Reception class, pupils have enquiring minds and are keen to learn. There is a sense of purpose in the classrooms and pupils set about their assignments with interest. They respond well to the challenges which the school provides. For instance, mixed aged groups work together well to complete particular tasks, such as decorating an area of the school at Christmas.
- 12 Behaviour is very good. Pupils are polite to each other and to adults. There are four principles of behaviour which pupils themselves have drawn up and, as a result, they are well aware of the standards of behaviour expected of them. Classes are well managed and pupils come to order quickly when asked to do so by their teachers. There have been no exclusions over the last two years. There was no antagonistic behaviour seen during the inspection and parents reported an absence of bullying. Staff are vigilant and deal with any incident quickly and efficiently. Adults set high expectations of good behaviour and discourage negative attitudes.
- 13 Pupils take an active part in the organisation of the school: they have come forward with schemes to improve the school; they are encouraged to do so and are left to work out the details. An example is a library scheme designed to point out popular and interesting authors.
- 14 In Years 4, 5 and 6 pupils are offered a range of topics to choose from, which test their ability to plan and research material, either from the school library or at home. Results of projects vary, but almost all pupils participate, some with parental help. Representatives from the year groups were involved in drawing up the home-school agreement. Children in the Reception class are very able to organise their chosen activities, with minimal help, and to select and share materials.
- 15 Pupils form very good relationships with each other, teachers and adults. They work well in groups, the more able helping those with difficulties. Good relationships are also seen in the playground, where quite large groups happily play together. As they progress, senior pupils become involved in discussion and organisation which require them to consider other children's interest, their likes and dislikes. Good discussions occur in religious education classes. Pupils listen to what others have to say and are tolerant of a wide range of ideas.
- 16 Attendance is good and pupils are punctual at the start of the day and for lessons.

- 17 The previous inspection report was extremely positive. The school continues to encourage good standards of behaviour and an interest of all pupils in the life and work of the school.

## HOW WELL ARE PUPILS TAUGHT?

- 18 Pupils are generally well taught and this helps to raise their achievement and learning. The headteacher has introduced effective and regular monitoring to support teaching. All teaching is satisfactory or better, with over 47 per cent being at least good. However, no very good or excellent teaching was seen. Standards of teaching are similar across both key stages but teaching in Reception is good. The quality of teaching has remained broadly constant since the last inspection report, although nearly a half of the present staff have joined the school since then. The areas where improvements have taken place are linked to improved planning leading to the use of more systematic and effective teaching methods. There is now a brisker pace to lessons and, in literacy and numeracy, in particular, there is more challenge for higher attainers. However, in this respect there remains scope for further improvement. Finally, arrangements for the setting of homework are more effective and are now satisfactory.
- 19 The teaching of children under five is good. Children are regularly engaged in a wide range of activities and most lessons are sharp and focussed. The class teacher and support staff co-operate well and this helps to deliver an interesting curriculum to the children. Planning, the teacher's knowledge and understanding of the needs of young children and of the areas of learning are good. Activities are well structured and good account is taken of the need to develop children's language and social skills, in particular. The good teaching helps promote good learning in Reception: children concentrate well and show increasing independence. They are interested in all the activities offered.
- 20 The teaching of all subjects is at least satisfactory and strengths and weaknesses are similar throughout the school. Teachers' subject knowledge is usually sound, and often good. Literacy is generally well taught and the effective use of the literacy hour is helping pupils to improve and attain average standards by the time they leave the school. Teachers demonstrate good subject knowledge and assure understanding of the recommended National Literacy Strategy. They plan carefully to provide all components of the framework. However, in practice, there are few opportunities for pupils to write at length. When literacy teaching is good, it harnesses pupils' imaginations from the outset, and is well planned to ensure that pupils of all attainments and different ages meet the specific learning objectives. A particularly good example of this was seen in the lesson on the 'Three Little Pigs', where pupils in a Year 2/3 class made good progress in identifying and planning the main points for their own stories. Questions are finely tuned to assess all pupils and the teaching strategies ensure that most pupils make good gains in learning how to communicate with each other and with wider audiences. Most pupils' literacy skills are developed and used satisfactorily in most other subjects. Teachers regularly use questions well to help develop pupils' speaking and listening skills. They plan for writing activities in subjects such as science, history and geography; however, they are often limited and pupils get insufficient opportunities to write at length and in different styles.
- 21 Mathematics is generally taught at least satisfactorily and often better. The quality of learning observed during the inspection was mainly good. Teachers are making effective use of the recently introduced National Numeracy Strategy to ensure the pupils' mathematical knowledge and understanding develops systematically. Mathematics is generally used well to support learning in other subjects, especially in science and geography and good use is made of mathematical vocabulary.
- 22 The quality of science teaching observed during the inspection was at least sound and often good. Evidence from pupils' work and discussions with them indicate that scientific knowledge and understanding is well developed.
- 23 Teachers make sound use of the school's limited resources to support learning in information technology. Evidence from pupils' work and discussions with staff and pupils indicate that a lack of machines and resources makes it difficult for teachers to use information technology

to support learning in other subjects. However, it is clear that some pupils are developing significant expertise in this subject through access to equipment outside school.

- 24 The school has made insufficient effort to reflect the new and increased status of religious education as a core subject and insufficient lessons are given to the subject at Key Stage 2. Nevertheless, those seen were at least satisfactory, particularly in imparting new information: for example, stories from the life of Jesus.
- 25 Expectations of pupils are usually satisfactory. The organisation of classes makes it more difficult for teachers to plan to meet the needs of all pupils effectively, particularly in foundation subjects. However, the school uses funding well to provide extra teaching support in English and mathematics for those with mild special educational needs. Lesson planning is satisfactory throughout the school and based on whole school plans. The best lesson plans identify clearly what children are to learn, and take account of previous work; in other lessons, the detail included is less specific. In almost all lessons, a wide range of methods is used well. Teachers encourage discussion and, in most lessons, good group work is organised effectively. This makes a significant contribution to the personal development of the pupils. However, on some occasions, opportunities for independent research are missed. Pupils are managed well but an occasional weakness occurs when instructions or questions are not made sufficiently clear and the teacher continues to talk, despite the fact that some pupils are not paying attention.
- 26 Relationships between staff and pupils are very good. This is an important reason for the school's progress: pupils know they are valued and as a result a positive and purposeful learning environment is developed. For example, when young children are reticent, teachers encourage them skilfully to participate in activities and discussions and so demonstrate their levels of understanding. The quality of relationships and management is exemplified with older pupils in practical sessions. For example, groups of pupils enthusiastically but sensibly meet the artistic challenge of modelling Egyptian clay heads and this has a direct and positive effect upon their understanding.
- 27 Time is used well in most lessons. Lessons are conducted at a good pace and pupils work hard, despite the rare use of clear time targets. The only weakness relating to time use is that in some lessons higher attaining pupils are not moved on to more demanding work sufficiently quickly. Resources are used satisfactorily to support learning. Classroom assistants provide good support, particularly during practical activities such as art and science. They provide discreet and sensitive support within lessons and well-paced separate sessions. The quality of this teamwork and the direct support provided by classroom assistants results in good levels of learning, particularly for lower attaining pupils and those with special educational needs. Overall, the use of day-to-day assessment is unsatisfactory. During lessons, assessment procedures are not used effectively by all teachers and this makes it difficult to match what they are teaching to the aptitudes of all pupils. The quality of marking is variable. All work is marked, but too often it consists merely of a series of ticks, with few comments used to help pupils improve. The best marking includes helpful comments, encourages improvement, and acknowledges when this has been achieved and comments specifically on subject content.
- 28 Homework is used satisfactorily to support pupils' learning. It begins in Reception and increases as pupils move through the school. It covers mainly English, mathematics and science, together with topic work and arrangements generally follow the stated school policy.
- 29 The school is beginning to meet the needs of higher attaining pupils in mathematics, for example, by placing them with a more able group so that they move more quickly through the curriculum to the next stage of education. The school has recently begun to monitor teaching and this is beginning to have an impact upon the standards of teaching and learning. These procedures mean that the school is well placed to improve the quality of teaching still further.

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

- 30 The curriculum is broad and balanced and meets the requirements of the national curriculum. However, the time given to religious education in Key Stage 2 makes it difficult for the majority of pupils to meet the expectations of the Locally Agreed Syllabus. The school has made considerable strides in developing its curriculum since the last inspection when curriculum planning was judged to be a weakness. The school has successfully introduced the national strategies for the teaching of literacy and numeracy and planning is good in these subjects. As a result, the quality of learning of pupils of all attainments in English and mathematics is now good. In other subjects, the quality and range of opportunities for learning are satisfactory.
- 31 Since the last report, the requirements of the National Curriculum have changed radically. A premium is now placed on English, mathematics, science, information technology and religious education. The school has adapted satisfactorily to this, except with regard to religious education and information communication technology. The quality of planning has improved and teachers are supported in their work by policies and schemes of work in all subjects. These identify clearly what should be taught at particular times as pupils progress through the school and ensure that knowledge is developed systematically. The school maintains a curriculum of satisfactory overall breadth and, whilst preparing for new national requirements, it continues to offer a sound range of experiences. A particular strength of the curriculum is the links made between subjects, so that new learning in one subject consolidates previous learning in another.
- 32 Personal and social education is planned carefully and forms an important part of the school curriculum. It is of good quality. Sex education and drugs awareness is taught well. The curriculum is enriched by a good range of extra-curricular activities. These are enjoyed by pupils and valued by many parents. Teams in netball, football and cricket compete successfully locally. Last year they won tournaments in netball and cricket, impressive achievements given the school's small numbers. There are also clubs for drama, gardening, art, computers, French, recorder and choir. Learning outside the school day is supported by a satisfactory pattern of homework. The school offers all pupils equal access to the curriculum. Pupils sometimes miss parts of lessons for additional help with reading but care is taken to minimise any adverse effects of this withdrawal.
- 33 The curriculum for the children under five is good. It is broad, balanced, relevant to their needs and covers well all areas of learning in the nationally agreed Desirable Learning Outcomes. It leads smoothly into the National Curriculum programmes of study for Key Stage 1. Planning is good and addresses the needs of all children effectively.
- 34 Curricular provision for pupils with special educational needs is satisfactory. The school complies fully with the Code of Practice. Pupils are assessed carefully and their needs are diagnosed accurately. They receive satisfactory support in school and from outside agencies. The quality of individual education plans is satisfactory overall but the school is at an early stage in their development and activities are not always matched well to the targets set. Pupils generally receive good teaching when they are withdrawn from class and good support when they are not. This enables them to follow the same curriculum as their peers. Records are well maintained and progress is monitored carefully. All reviews and statutory assessments are properly carried out.
- 35 The provision for pupils' personal development is satisfactory. Spiritual development is fostered soundly, not only through acts of worship but also in lessons. A good example was seen where pupils in Year 2 listened to music by Vivaldi and expressed their feelings in pastels. Nevertheless, planned provision for spiritual development in some subjects is limited including, at Key Stage 2, that of religious education.
- 36 The school's provision for pupils' moral development is good. Rules are clearly understood by all pupils and teachers apply the behaviour policy consistently. This helps pupils to develop a clear sense of right and wrong and all staff provide positive role models for pupils.

They think of others worse off than themselves by collecting for a range of charities, including Shelter and the NSPCC. These factors help the good provision the school makes for pupils' social development. They are encouraged to relate positively to one another and there are frequent opportunities for them to work together co-operatively and to take responsibility. The wide range of clubs that the school offers also helps social development and sporting activities encourage a sense of teamwork and fair play. Residential trips to the Isle of Wight provide further opportunities for pupils in Years 5 and 6 to develop socially.

- 37 Satisfactory provision is made for pupils' cultural development. Teachers increase pupils' understanding of their own culture through all subjects of the curriculum, particularly in history. Work in geography, religious education, art and music helps to develop an understanding of other cultures. A wide range of visits and visitors is arranged to support pupils' studies and to deepen their understanding of their own and other cultures. There are regular opportunities for pupils to listen to a range of good music and pupils are able to receive specialist musical tuition. Some very good displays celebrate the work of artists such as Seurat and Van Gogh. In these displays, both western art and that of other cultures are well represented and Year 5 pupils produce some impressive African masks.
- 38 The school's links with the community are good and contribute well to pupils' learning. They visit places of interest such as Amberley Chalk Pit Museum and Preston Manor to further their learning. Pupils perform international dances at the Ashurst Wood Fayre and they provide a Harvest Festival tea for senior citizens. There are good links with the village church and the vicar has worked with children on Third World issues and the study of the church building.
- 39 The school has developed satisfactory links with partner institutions. Links with parents are good and many regularly help in school. There are sound links with local secondary schools to help pupils transfer at eleven.

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

- 40 The arrangements the school has put in place to ensure the welfare of pupils are good. Teachers and support staff know the pupils well and are assiduous in caring for them. The policies and procedures for ensuring high standards of health and safety practice are good. The provision for first aid is good and there are regular fire evacuation practices. There is an accident book in which details of accidents are recorded appropriately and procedures are in place to inform parents of any significant mishaps. The school has a medical room and this is valuable in enabling the school to make good provision for sick pupils. Whilst some limited assessment of risk in the school has been made, no comprehensive specialist survey has been undertaken. The headteacher was advised of this during the inspection. Some unevenness of paving stones around the premises was also noted. Measures for child protection are good and meet statutory requirements. The headteacher is the designated child protection officer and she has received appropriate training. Members of staff are aware of the correct procedures to follow in the event of a disclosure or suspicion of child abuse.
- 41 The school's procedures for promoting good attendance and behaviour are good. Class teachers, together with the headteacher, monitor attendance closely. There is prompt contact with parents to investigate absences and, where necessary, cases are referred to the education welfare officer. Registers are called at the beginning of morning sessions in accordance with legal requirements, but there is some inconsistency of practice regarding the afternoon sessions. The school has a policy on bullying, which is understood by staff and pupils, and is part of an effective strategy for eliminating all forms of unacceptable or oppressive behaviour.
- 42 The procedures for assessing and monitoring academic progress and personal development are good. The school keeps detailed records of pupils' attainments, including baseline assessment on entry, results of National Curriculum tests, voluntary tests for non-statutory years and a series of standardised tests covering basic skills. The headteacher and class teacher meet to review each pupil's progress and to set targets for him or her. The use of

assessment data in planning the curriculum is generally good. However, whilst the quality of forward planning for fully statemented pupils is good, some individual educational plans for pupils on the lower stages of the special educational needs register often lack detail and clarity of focus. The annual reports issued to parents are of very good quality and present a full picture of pupils' academic and personal progress.

- 43 At the time of the previous inspection, the school's procedures regarding pupils' welfare and the procedures for assessment and the use of it in forward planning were good. They remain so and have helped to improve standards of achievement.

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

- 44 Parents are very satisfied with the way the school is run. They are positive about the school's aims but are correct both in their concern that standards have been low and their opinion that they are now rising. They recognise also that standards have improved, particularly in the core subjects. Many parents are involved with the school, either as volunteers on a regular basis or as occasional helpers. Volunteers are well integrated in the school to ensure purpose in their work.
- 45 There is a very strong sense of community in the village and the school is seen as a most valued element. It has always kept close ties with parents and it continues to do so. Many of the governors are parents or have been parents, so the views of parents in running the school are well voiced. For instance, the introduction of the home-school agreement at the end of the last academic year involved parents at every level in its drafting. This has resulted in over 60 per cent of parents signing the agreement before reminders were sent out and very little adverse comment has been noted.
- 46 The school has organised helpful meetings to provide more information to parents on the teaching of such subjects as numeracy. Review meetings have been increased to three times a year to better inform parents of their children's progress and this was commented upon favourably by parents at their meeting. These meetings are well attended. Parents can meet the headteacher or a class teacher whenever they have a concern. Parents also help greatly with reading and spelling and with set projects and the school emphasises the benefit to pupils of this co-operative endeavour.
- 47 Parents are provided with good quality information. The Governors' annual report is factual and the prospectus is friendly and helpful. The school's newsletters are well received, the governors also issue newsletters as necessary on specific subjects. The annual reports to parents on their children's progress are of a high standard. These are very specific in their comments and teachers do not hold back on constructive criticisms if necessary with relevant aims for improvement.
- 48 The parent teacher association is well supported. Its management is only in office for two years so there is a regular turnover of ideas. The association is consulted by senior management and staff and topics such as the home school agreement, uniforms and curriculum provision are regularly discussed. Overall, this has a positive impact on the quality of the school's provision.
- 49 Since the previous inspection, the school has continued to work well with parents. Their understanding of, and involvement in, their children's work has been enhanced by more specific information on such topics as literacy, numeracy, homework and many more consultation evenings.

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

- 50 The school is well led. The headteacher, staff and governors work well together and are determined to raise standards. There has been satisfactory improvement since the last inspection and the major issues raised then have been addressed well. The headteacher has played a significant part in this process. There is a dedicated team of staff committed to

providing high quality education for their pupils and the governing body fulfils all statutory obligations. The school has good capacity in its systems and ethos for still further improvements.

- 51 The leadership of the school is good. The headteacher gives strong, professional leadership. She has many qualities, among which are organisational skills and an ability to gain the trust and commitment of staff, pupils and parents. She uses these skills well to produce a school which is becoming increasingly more efficient whilst retaining its traditional caring nature. A capable and hardworking deputy supports her and all who work at the school are most conscientious. They are raising standards, particularly in the core subjects.
- 52 Governors support the school well and play a good part in shaping the direction of the school. They have an appropriate structure and make good use of their skills on committees. The governing body agrees both the school's budget and its improvement plan. It monitors educational standards and the success of the school's work satisfactorily. It also has a very good grasp of strategic planning: a good example is its decision to reduce staffing costs to accommodate a potentially lower budget. The governors have a good understanding of the community that the school serves and, together with the headteacher, share both a vision for the future of the school and high expectations for its success.
- 53 There are sound procedures to monitor, evaluate and develop teaching. The headteacher understands the strengths and weaknesses within subject areas and works with staff to support and encourage improvement in weaker areas. As a result, the staff work well as a team: subject co-ordinators now monitor the planning of their subjects and have a clear understanding of standards. Plans are in hand to involve them more in the monitoring of teaching. A satisfactory appraisal system is in place which links well to the professional development of all staff. This has played a significant role in improving standards in literacy and numeracy.
- 54 Arrangements for development planning are very good. There is a clear process of consultation with staff before the plan is drawn up and governors are involved appropriately in the necessary long term planning. There are clear arrangements relating to success criteria and responsibilities and accountabilities. Financial planning is linked well to development planning: there is a careful process of budget planning which take account of the major priorities in the school development plan. The school uses educational technology satisfactorily: good examples were seen of its use in financial planning and monitoring. It has efficient financial management systems and the administration supports the work of the teachers well. A competent financial administrator provides accurate data to enable the headteacher, chair of finance and governing body to monitor expenditure and to plan for unforeseen contingencies. Funds for specific purposes, such as special educational needs and literacy and numeracy training, are allocated appropriately against well-defined objectives. They are spent effectively; provision for special educational needs is satisfactory and pupils' achievements are improving, particularly in literacy and numeracy.
- 55 The day to day management of the provision for pupils with special educational needs is good. Funding is used well to provide good quality learning support assistants who play an important part in helping standards to improve. Systems for record keeping and monitoring progress are good. Baseline and assessment data from standardised tests are used effectively to set targets and priorities and, as a result, the school predicts its results accurately. Support from outside specialist agencies is managed well. The governing body is well informed through the hardworking special educational needs governor and discharges its duties efficiently.
- 56 The governing body is well aware of best value principles. It understands the quality of education provided by similar schools and evaluates its standards compared with them as best it can. However, because of a lack of data, it is not always able to judge whether it costs more or less than similar schools to achieve such standards. Nevertheless, the governing body and headteacher challenge themselves about the opportunities offered: they evaluate the level of need and question carefully the value of new initiatives. They consult widely when considering major spending decisions and consider carefully the cost of their

decisions. Procedures are in place to ensure that all outside suppliers and contractors provide good value for money. The financial administrator provides a detailed and careful analysis of the school's financial position and procedures and the most recent audit was extremely positive.

- 57 The school has a satisfactory level of well-qualified staff to teach the subjects of the National Curriculum, religious education and children under the age of five. The teachers have a satisfactory range of experience but until recently the headteacher, of necessity, has had too many subject areas to manage. Co-ordinators have a clear understanding of their roles and all staff work closely together to improve the standards of pupils in the school. There are well-qualified, skilful, classroom assistants and effective additional support for pupils' literacy and numeracy skills. Teachers deploy and brief classroom assistants well and the quality of support helps to improve standards.
- 58 Accommodation is satisfactory and is adequate for the needs of the curriculum: there are large airy rooms in the main block but the mobile classrooms are showing their age and cannot easily be cabled for information communications technology. Since 1990 the hall, cloakrooms and kiln room have been added to enhance the provision. Learning resources are overall satisfactory; they are good for literacy and numeracy and used well. The library is satisfactorily stocked and the books selected have been chosen carefully to give good quality support to learning in all subject areas.
- 59 This is a school which is raising standards. The quality of teaching is satisfactory and often good and this has a positive effect on pupils' learning. Leadership and management are effective: the headteacher, governing body, staff and parents work closely together to pursue higher standards. The school has demonstrated a good capacity for improvement and is providing good opportunities for better levels of attainment. The school has below average income per pupils and gives satisfactory value for money.

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

- 60 Improvement between the previous inspection and the arrival of the present headteacher was slow, but the rate has been rapid since her appointment. Many new initiatives have been put in place and, through the efforts of all adults in the school, improvement is firmly established as part of the school's culture. The headteacher, staff and governors should extend the recently developed systems and procedures which are beginning to have a positive impact on standards in order to:
- (1) Raise standards in information communications technology by:
    - ensuring that all relevant Programmes of Study are covered;
    - continuing to develop staff confidence by in-service training;
    - increasing the contribution of all subjects of the curriculum to the development of information communications technology.(Paragraphs 5, 6, 23, 73, 78, 95, 99, 102, 103, 104, 105)
  - (2) Raise standards in religious education at Key Stage 2 by:
    - ensuring that the Locally Agreed Syllabus is covered in sufficient breadth and depth.(Paragraphs 6, 24, 30, 35, 114, 115, 116)
  - (3) Continue to improve the quality of teaching further by:
    - spreading the good practice that already exists in teaching;
    - clarifying and developing arrangements for the monitoring of teaching;
    - improving daily assessment so that pupils know their strengths and weaknesses and work is matched more accurately to their aptitudes.(Paragraphs 8, 18, 25, 27, 29, 53, 74, 80, 87, 96, 100)

- (4) Improve standards in extended writing by:
- increasing opportunities for extended writing in all areas of the curriculum with an appropriate emphasis on length, accuracy in basic skills and writing for a variety of audiences.  
(Paragraphs 3, 5, 69, 72, 73, 95, 100, 116)
- (5) Improve arrangements for risk assessment by:
- ensuring that the governing body receives formal advice of any potential weaknesses in its present arrangements.  
(Paragraph 40)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	38
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
0	0	47	53	0	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)	0	133
Number of full-time pupils eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	15

### Attendance

Authorised absence	%
School data	5.2
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	6	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	10	9	15
	Girls	4	4	5
	Total	14	13	20
Percentage of pupils at NC Level 2 or above	School	58	54	83
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	14	15
	Girls	4	4	4
	Total	17	18	19
Percentage of pupils at NC Level 2 or above	School	71	75	79
	National	82	86	87

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	18	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	10	10
	Girls	10	7	12
	Total	20	17	22
Percentage of pupils at NC Level 4 or above	School	69	59	76
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	11	11
	Girls	13	10	11
	Total	23	21	22
Percentage of pupils at NC Level 4 or above	School	79	72	76
	National	68	69	75

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

### **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	117
Any other minority ethnic group	2

*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)	6.4
Number of pupils per qualified teacher	20.8
Average class size	23.8

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

Total number of education support staff	5
Total aggregate hours worked per week	103

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/1999
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	£
Total income	281543
Total expenditure	272331
Expenditure per pupil	1780
Balance brought forward from previous year	15809
Balance carried forward to next year	9212

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

### **Questionnaire return rate**

Number of questionnaires sent out	133
Number of questionnaires returned	56

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	2	2	2
My child is making good progress in school.	39	48	9	0	4
Behaviour in the school is good.	39	52	5	0	4
My child gets the right amount of work to do at home.	32	54	11	4	0
The teaching is good.	43	52	4	0	2
I am kept well informed about how my child is getting on.	39	46	5	7	2
I would feel comfortable about approaching the school with questions or a problem.	66	29	2	4	0
The school expects my child to work hard and achieve his or her best.	48	43	7	0	2
The school works closely with parents.	30	57	5	7	0
The school is well led and managed.	30	62	4	4	0
The school is helping my child become mature and responsible.	48	39	5	2	5
The school provides an interesting range of activities outside lessons.	36	38	11	12	4

## **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**

- 61 The educational provision for children under five is good. Children are admitted to the school part-time in the academic year in which they are five. They start full-time in the term in which they have their fifth birthday. There are good procedures for assessing children when they enter school and parents are fully informed at each stage. During the inspection there were 15 children who were under five. By the age of five most children achieve the Desirable Learning Outcomes and are ready to begin the National Curriculum. The previous inspection found that standards were good in all areas of learning. The school has been successful in maintaining the good standards achieved by the children.

#### **Personal and social development**

- 62 Some children enter the school with variable personal and social skills, but they quickly settle down and interact well with other pupils. They grow in confidence when communicating with the teacher and each other; they make good progress and many learn to work independently. Children sit quietly on the carpet and listen attentively to stories; they are always well behaved. The teaching of personal and social skills is good and has a positive impact on pupils' learning; the teacher knows the children well and creates a welcoming and happy environment. Classroom assistants make a good contribution to the further development of pupils' skills.

#### **Language and literacy**

- 63 The provision for the development of children's language and literacy skills is good. Many children are confident in speaking, reading and writing by the time they are five and easily achieve the Desirable Learning Outcomes. Teaching is good and provides interesting opportunities for children to express their feelings. For example, children spoke of the feeling of being happy and could name events that made them feel this way. They spoke confidently to the class and listened well to others. Children show an increasing knowledge of appropriate vocabulary. They enjoy looking at books and many make good progress in learning letter sounds and in reading and identifying simple words accurately. Many pupils recognise and write their own names, showing a good awareness of letter shapes. Children know a good range of nursery rhymes and jingles and say, or sing, them with enjoyment. Effective use is made of reading diaries to enable parents to comment on their own child's progress.

#### **Mathematics**

- 64 Children make good progress in their mathematical development and their achievements are on line to meet the nationally recommended outcomes. Most children count easily to ten, with some showing skill in counting to 20. They use and understand a number line which includes zero. Most know about different shapes and can identify a circle, square and triangle; they also understand the difference between flat and solid shapes. Teaching is good and provides varied activities for the children to extend and reinforce their mathematical learning.

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

- 65 Children have a secure knowledge and understanding of the world around them. They walk confidently to post letters and look at buildings around the school. They plant bulbs in the school grounds and make accurate comparisons with those planted in pots in the classroom. They design and make cars that they can push and pull and study photographs of themselves as babies understanding why they look different now. Children mix paint well and produce colourful pictures of animals. They use a computer program well to produce some attractive pictures. Teaching in this area is good.

## **Creative and aesthetic development**

- 66 Children respond well to a variety of stimuli which enable them to make good progress in developing creative and aesthetic awareness. They use their imaginations cleverly in role-play and are eager to join in musical activities. Children enjoy singing and many show a good developing sense of pitch. They use a range of materials and tools well in order to express their ideas and show a good knowledge of different colours and patterns. Teaching in this area of learning is sound and based on a good understanding of the needs of children under five.

## **Physical development**

- 67 Children's physical development is good and many children exceed the expectations for pupils of a similar age. Teaching is good: effective organisation and attention to safety in lessons ensures that the quality of children's learning is good. Children are capable of moving their bodies in different directions and have a good awareness of space. They are able to bring their movement to a safe, controlled stop. They respond well to music and use a range of movement and facial expressions to convey different emotions when moving to music.
- 68 Classroom assistants are used well to support children's learning. Detailed records and observations are kept and these ensure that children receive appropriate challenging tasks. The outside play area further enhances the good provision. The reception class enables children to grow in confidence and to successfully gain the skills required for Year 1.

## **ENGLISH**

- 69 In the 1999 national tests at the end of Key Stage 1 in reading, the percentage of pupils achieving Level 2 was below the national average. The percentage achieving Level 3 was above the national average. In writing, the percentage achieving Level 2 was well below the national average and for Level 3 it was well above the national average. The results for reading and writing, when compared to similar schools, were well below the national average. In Key Stage 2, pupils' results were overall broadly in line with the national average, but were well below the national average when compared to similar schools. The percentage reaching Level 5 or above in tests was close to the national average. It was above the national average in teacher assessments. There has been some variation in pupils' attainment since the previous inspection. Over the past three years the trend has been both up and down in line mainly with the number of pupils with identified special educational needs. The school has done much to address the weaknesses identified in the 1999 results and has been successful in improving the performance of pupils in both key stages. Effective teaching of the National Literacy Strategy and more time devoted to the subject have had a positive impact on pupils' learning and successful monitoring has resulted in a steady improvement. Inspection evidence shows that at the end of Key Stage 1 attainment is above the national average. At the end of Key Stage 2 it is in line with the national average.
- 70 Pupils' speaking and listening skills in both key stages are above the national average and their quality of learning is good. Pupils are confident speakers and listen attentively. They express their ideas effectively, using a range of appropriate vocabulary, and enjoy discussions. In a Year 6 lesson, pupils exchanged ideas about the use of circus animals. They showed an ability to take part in an argument for and against the use of animals and were able to express their ideas in a coherent way. Listening skills are equally well developed and pupils are particularly supportive of each other: they listen attentively to others' views.
- 71 Reading skills in Key Stage 1 are above the national average, with many pupils showing an enjoyment of books and using good strategies to assist their reading. They use picture and phonic clues well and have good systems for tackling unknown words. They use expression with understanding and are able to re-tell a story and to make sensible predictions about the outcome. In Key Stage 2, reading skills are overall in line with the national average, with a small minority of pupils achieving above this. Pupils show an increasing fluency in reading

and, by the end of the key stage, the majority can read accurately and expressively. They are able to correct themselves, to offer opinions about authors and to compare and contrast different books. They read aloud confidently, both from known and unknown texts.

- 72 Writing skills in Key Stage 1 are in line with the national average. In Key Stage 2, a lack of opportunities for extended, substantial writing results in overall attainment being below the national average. In Key Stage 1, pupils begin to use full stops and capital letters correctly. They show a satisfactory knowledge of common words, with many spelt accurately. By the age of eleven, however, pupils are not acquiring the writing skills appropriate for their age and ability. There is a lack of extended writing for different purposes and audiences and pupils do not make sufficient use of adventurous words. Pupils' writing often lacks variation in the length and structure of sentences and their use of different paragraph structures is often limited. Lack of extended writing is also evident in other subjects, for example in history and religious education. However, a study of planning documents and the school development plan show that the school has a strategy to address this. Pupils in both key stages develop a good cursive script, but they do not always take pride in the presentation of their handwritten work. Good use is made of word-processing for drafting and re-drafting.
- 73 Pupils' literacy skills across the curriculum are overall satisfactory, but in Key Stage 2 lack of extended writing is a weakness. Many subjects require little extended or different styles of writing. Pupils write up their experiments well in science and good use is made of literacy skills but, in subjects such as history and religious education, insufficient use is made of first-hand accounts, diaries and narratives. The basic skills of spelling, punctuation and handwriting are satisfactory. Pupils with special educational needs make satisfactory progress. Although higher attainers make satisfactory progress, they are capable of achieving even higher standards, particularly in Key Stage 2. Work is not always set to match their aptitudes. Currently, the subject makes only a limited contribution to skills in information communications technology: pupils use word-processing for drafting and for accessing information but its provision in lessons is not developed systematically.
- 74 Teaching in both key stages is overall satisfactory, but there is some good teaching and this has a positive impact on pupils' learning. When teaching is good, pupils are challenged and are engaged in worthwhile discussions which extend their understanding. This was evident in a lesson for older pupils when they increased their knowledge of different vocabulary through careful planning by the teacher and effective use of questioning. Good teaching in a Year 2 lesson enabled pupils to build on their prior learning of word patterns, to increase their understanding of new ones and to realise why some words sound the same but are spelt differently. Although work is marked, there is some inconsistency in marking across the school. Marking does not always tell pupils about the way their work can be improved and is insufficiently diagnostic. Occasionally, teachers do not provide sufficient opportunities for independent research and opportunities for pupils to write at length are very limited across the curriculum. Although the library is adequate, the school is developing ways of further enhancing this provision. Homework is used well to extend and reinforce pupils' learning. Good use is made of writing targets to enable pupils to chart their own progress. Effective use is made of the booster class in Key Stage 2 and the implementation of the boys' reading project has been of benefit. Classroom assistants help group work greatly.
- 75 Pupils in both key stages enjoy lessons and make a good contribution to class work. They work well in groups, with the majority concentrating on tasks. Their behaviour is always good. These factors make a significant contribution to the quality of their learning.
- 76 The co-ordinator has done much to ensure that the literacy hour is well implemented and staff have been involved in moderation exercises to ensure accurate assessment. The previous inspection report highlighted the need to review the scheme of work; this is being completed. The report also stated that pupils needed to take part in a balanced range of writing activities and improvement is still required in this aspect of the English curriculum.

## MATHEMATICS

- 77 The results of the 1999 end of Key Stage 1 tests and assessments showed that standards of attainment were at the national average but well below that for similar schools. However, analysis of performance over a three-year period reveals a picture of low attainment. The picture at Key Stage 2 is somewhat worse. Here, the performance in the 1999 tests and over the same three-year period showed attainment to be well below the national average. However, the current performance of pupils in Years 2 and 6 reveals that these pupils are achieving higher standards. At Key Stage 1 their performance is above the national expectation; at Key Stage 2 it is close to the national average. It is significant that these two year groups have fewer pupils with special educational needs than other years. Overall, the numbers of pupils in the school identified as having special educational needs is above the national average and this, combined with the relatively low numbers, helps to explain some of the fluctuations. Nevertheless, it does not fully explain the history of low standards: it is evident that there has been some underachievement over some years. Closer analysis of the data reveals that too few pupils of potentially high attainment have been achieving higher than average levels. The school has recognised the urgent need to raise standards and has begun to take appropriate steps to achieve this. The National Numeracy Strategy is providing a clear structure for the teaching of the subject and, if the standards of teaching and learning that were observed during the inspection are maintained, standards should improve still further. Over the past few years the performance of boys has been better than that of girls. There is no obvious reason why this should be the case but, again, the size of the cohorts has been small.
- 78 The evidence of inspection shows that the quality of learning is good at Key Stage 1. Pupils receive a well-balanced mathematics curriculum that covers the required elements of the National Curriculum. Pupils recognise numbers and place them in the correct order. Most can read and write numbers correctly and can count both forwards and backwards. They recognise repeating patterns and understand place value. By the end of the key stage, most pupils have a sound understanding of number and a good recall of addition and subtraction facts. Pupils name common two and three-dimensional shapes, and most describe their properties well, using correct mathematical terminology. Teachers work well from lists of vocabulary and the subject makes a good contribution to literacy development. Pupils present data accurately in the form of a graph or a pie chart but they are not so good at interpreting graphs. Currently, information communications technology is not used routinely in mathematics and insufficient use is made of it in handling data and using and applying mathematics. The use of numeracy across the curriculum is satisfactory: it has strengths and weaknesses. Good examples of measurement, weighing and estimating were seen in science and design and technology. Younger pupils count beats in music. However, opportunities to measure and time performances and heartbeats, local surveys and time are missed in physical education, geography and history. More use could be made of mathematical software in both mathematics and information communications technology. Teachers usually plan work that is well matched to the range of attainment within their class and as a result pupils are able to develop their knowledge and understanding well.
- 79 Pupils make overall sound progress at Key Stage 2. Pupils of average ability are confident with number. Factors accounting for progress are to be found in the consistency of the teaching, which is never less than sound, and to the planning of the curriculum which ensures that knowledge is developed systematically. The school has introduced the National Numeracy Strategy successfully and this increases pupils' skills and confidence in tackling problems. In particular, it has placed a greater reliance on mental arithmetic and so improved the quality of pupils' learning. They continue to develop a good mathematical vocabulary, which they use well to describe what they are doing. They have a good understanding of place value and most older pupils know their multiplication tables. As a result of the emphasis on number, not enough work is done on data handling, particularly probability. On leaving the school, almost all pupils can order numbers up to 100,000, work with fractions and decimals, and measure length to the nearest millimetre. Average attainers are able to divide five figure decimals by integers, can draw and measure angles with a protractor and understand straight line graphs. High attainers can use brackets correctly in complicated expressions, understand and use negative co-ordinates and investigate temperature line

graphs. Pupils with special educational needs make satisfactory progress and some reach Level 4 of the National Curriculum.

- 80 Teaching is at least satisfactory and often good in both key stages. Proper emphasis is placed upon the teaching of mathematical English, supporting pupils' acquisition of literacy skills. Teachers are now familiar with the National Numeracy Strategy and there are only a few minor weaknesses in teachers' knowledge and understanding, mainly in the precise use of technical terms. Teachers mark work regularly but its effectiveness is variable. Most teachers do not use marking as a record of progress and as an opportunity to set targets for individual pupils. Homework is set regularly and parents are satisfied with the arrangements. It is usually planned into the lesson well. The pupils' quality of learning benefits from effective planning, an emphasis on mental mathematics strategies and good pupil management. Teachers often use humour to enthuse and motivate pupils into working hard; additionally, the provision of mathematics games in the library adds to the sense of enjoyment associated with the subject.
- 81 The management of mathematics is good, especially in monitoring, evaluating and improving performance. The school analyses the performance of all pupils over their years in school, tracking each pupil, selecting reasonable and challenging targets and predicting future success. This has helped to raise levels of achievement. Additionally the selection of pupils for booster classes in Key Stage 2 results in lower attaining pupils increasing their knowledge, understanding and skills to that of the average. The subject has improved noticeably recently and there is every indication that it will continue to do so in the future.

## SCIENCE

- 82 In 1999, at the end of Key Stage 2, attainment recorded in National Curriculum tests was below the national average and well below that of similar schools. Over 76 per cent of pupils achieved the expected Level 4 or above, a figure similar to the national average, and 14 per cent the higher Level 5, well below the average. Attainment in the National Curriculum Tests has changed little since the previous inspection. Boys tend to perform better than girls. Teacher assessments, at the end of Key Stage 1 in 1999, indicated that 74 per cent of pupils achieve the expected Level 2 or above, a figure well below the average, and 38 per cent attained the higher Level 3, a figure much higher than the national average.
- 83 The previous inspection found that attainment was around the expectation at both key stages. The school has made good progress in developing investigative work since then. Inspection evidence confirms that attainment has improved throughout the school; this improvement is evident both by Year 2, where standards are at the national average, and also in Year 6, where they are above average. It is associated with some improved planning and teaching. The attainment of pupils currently in Year 6 is likely to be higher than that of last year's pupils. This is associated with the particular characteristics and size of the group, evident during their time in the school and reflected in the school's targets set for them.
- 84 During Key Stage 1, pupils acquire good knowledge and skills. Pupils in Year 2 construct simple electrical circuits, predict from basic circuit diagrams whether the bulb will light or not and then test whether their predictions are correct. They observe and describe the different properties of a range of materials well and know that a force can change the shape of some objects. Attainment in science is helped by the breadth of the pupils' vocabulary, a strength evident when children enter Reception. Good standards of higher attainment are associated with higher attaining pupils being given more demanding tasks at the right time. Pupils know that senses are used to aid accurate observation and deduction in science. They investigate sensibly which materials would be best at keeping the house dry and conclude, after testing, that plastic would be most effective. They also investigate where ice is most likely to melt. Standards of investigative work are good and have improved since the last inspection: for example, pupils test with a torch to see which materials allow light to pass through them. The planning for, and support given to, pupils with special educational needs ensure that they extend their knowledge satisfactorily.

- 85 During early Key Stage 2, teachers build soundly on the good base achieved by Year 2. This was illustrated well when the organisms topic was taught: pupils made good predictions and recorded results well using drawings and tables effectively. In other classes in Key Stage 2, pupils predict accurately which materials will conduct electricity and which will not. They summarise the process of animal adaptation well. In Years 5 and 6, pupils have a good understanding of the steps undertaken in planning, carrying out and recording the results of an investigation. They identify correctly the potential safety hazards which could arise during their work. For example, how they must take care using hot water when investigating the solubility of sugar. Their scientific knowledge expands rapidly through interesting teaching and good explanations: they know about the force of friction and how it can be either helpful or a nuisance and they measure forces correctly.
- 86 Throughout the school, pupils enjoy their science. Those in Years 2 and 3 are fascinated by the facts they are learning about digestion and enjoy using books to find information or planning and carrying out practical exercises. Their attitudes to science are very good and illustrated by the excitement and interest evident in almost all lessons, whether practical or more teacher-led. Behaviour is also very good in both whole class and group activities. The majority of pupils are keen to answer questions, make suggestions and carry out investigations. From an early stage, they are confident enough both to explain their ideas and to work in groups sensibly. The high standards of behaviour and attitudes, coupled with very good relationships, help develop the quality of learning.
- 87 Teaching is never less than satisfactory and it is often good. Teaching helps to promote good learning by pupils, often because of the interest generated. The best teaching is exciting and reflects good subject knowledge and work that is suitable for the mixed age classes. Teachers' knowledge of science is generally sound or better. However, not all find it easy to match work to the needs of the range of pupils in mixed age classes. Sometimes, the needs of higher attaining pupils are not fully met because teachers do not always use information from assessment to move them on to more challenging work quickly enough. Teachers throughout the school make particularly good use of pupils' literacy skills as evidenced by some interesting healthy eating diaries and lively accounts of a visit to a reservoir to see how water is filtered. Information technology skills are developed well in word processing when pupils create instructions for experiments. Science makes a good contribution to the development of numeracy, mainly when pupils measure and weigh. Pupils are managed well and suitable resources are readily available. Marking is done regularly but it does not always help pupils to understand how they can improve and, too often, comments relate only to spelling or punctuation and ignore the scientific content.
- 88 The pupils follow a broad and balanced curriculum which helps to ensure a very good balance between the development of pupils' knowledge and the sharpening of skills. This helps pupils' learning. Assessment procedures are satisfactory and used effectively to focus teaching. Science makes a good contribution to pupils' spiritual, moral, social and cultural development. In particular, pupils are led through investigations so that they experience the excitement of finding out for themselves; also they have to work co-operatively and support each other. The co-ordinator leads the subject well and it is through the high quality teamwork of the staff that the recent improvements have been managed. As a result, the subject has a good capacity for future improvement.

## **ART**

- 89 By the end of both key stages, pupils' standards of progress and the quality of learning are above the expectation. They produce good work in all areas of the art curriculum. For example, pupils in Year 1 produce accurate observational drawings of fruit; they also paint 'Postman Pat' in the style of Van Gogh and use glitter to make their own pictures of 'Starry Night'. From an early stage, pupils learn how to appreciate art and its effects: they listen to 'The Seasons' by Vivaldi and express their feelings about winter in pastels. Similarly, younger pupils are asked to see what they can see through pictures depicting fog.

- 90 Progress is maintained during Key Stage 2; in particular, standards of observational drawing continue to improve: very good drawings of shoes were seen during the inspection. Standards of three-dimensional work also improve as a result of interesting assignments of African, Greek and Egyptian art. Pupils produce face masks, pots, plates and clay faces. Work in the style of other artists continues to be of a high standard, helped by good teaching which enhances the quality of learning. Pupils produce colourful pictures as they believe Seurat would have done and good examples were seen of their attempts to produce detailed and elaborate work in the style of Klimt. A particularly imaginative example of this type of work is where pupils are required to complete a missing section from a wallpaper design by William Morris. When working on studies from nature, pupils build on earlier work to draw and paint some interesting depictions of a lunar eclipse.
- 91 A thoughtful scheme of work has effective links with a range of subjects, including literature, history and design and technology. As a result, pupils see connections and this improves standards. The only significant area of weakness is that information communications technology makes only a limited contribution to development in art. The subject makes a good contribution to the school's provision for spiritual and cultural development. Teachers are more confident since the earlier report, mainly because they are supported by a good scheme of work. As a result, they are able to improve the quality of learning by helping pupils to acquire skills, knowledge and understanding more effectively. Careful and accurate planning, the good use of resources and the skilful management of pupils ensures that they concentrate and work well on their own. They enjoy the subject and their positive attitudes contribute well to the quality of their learning.
- 92 There has been good improvement since the earlier report; the school has a committed and knowledgeable co-ordinator and is in a good position to sustain and build on its present good standards.

## **DESIGN AND TECHNOLOGY**

- 93 The last inspection report indicated that standards were at the national expectation at the end of both key stages. Standards remain satisfactory and have been sustained. Pupils plan and construct things from an early stage: in Year 1 they use Lego and building blocks with bolts and screws to produce some imaginative houses for the three little pigs. Good curricular links mean that when studying waterproofing in science they take account of their findings when putting on the rooves. Progress is also helped when older pupils work on joint projects with younger ones: for example, to provide transport for sailor bear. They investigated appropriate materials, provided clear plans and tested in water before making a variety of crafts. Pupils in Key Stage 2 first designed and then made some attractive Easter Gardens using seed compost, moss, dowelling and plants. Older pupils have produced the school mascot, in the form of a wooden deer, for the front of the school using wood and nails and some good examples were seen when Year 6 designed and made African and Komoli face masks.
- 94 No lessons were seen during the inspection but from the quality of work seen in folders, around the school and in the co-ordinator's photographs of work, it can be inferred that teaching is sound throughout the school. There is evidence of the good use of technical vocabulary and measurement skills and the subject plays a satisfactory role in supporting literacy and numeracy. Management of the subject is good: the curriculum has been trimmed to take account of less available time in the light of the introduction of the Literacy and Numeracy Strategies and now concentrates on the development of essential skills. The co-ordinator monitors all planning and takes proper account of new curricular developments.

## **GEOGRAPHY**

- 95 Achievement is satisfactory by the end of both key stages. By the age of seven, pupils study their classroom, the school and its immediate environment and have some understanding of locations further afield. They are aware of variations in the weather and have some grasp of the features of different climates. They understand the links between climate and the clothes people wear. They know that food is produced in different parts of the country, or the world, and that it needs to be transported. By the age of eleven, pupils extend their understanding and develop a good sense of how nations are interdependent. They are aware of the trading patterns in the Mediterranean and can describe the range of raw materials required by a modern city. Following from this, they become aware of such concepts as over-exploitation, sustainability and acid rain. However, pupils do not produce extended writing based upon their own research. There is good provision for fieldwork in geography: pupils visit the Isle of Wight, study local rivers and produce maps of the village.
- 96 The quality of teaching is satisfactory and this leads to satisfactory learning. When teaching is at its best, a good range of resources are used, including good quality maps and globes and information on video. There is access to the Internet which helps understanding. This leads to pupils making a good intellectual effort and so acquiring skills and understanding soundly. The management of pupils is good and leads to well behaved classes where pupils focus upon their work. When teaching is less effective, teachers do not create sufficient opportunities for pupils to conduct their own investigations. Lack of such opportunities means that pupils do not adequately develop their capacity to assemble information, interpret data, and then have it marked and evaluated by their teacher.
- 97 Progress since the last inspection has been satisfactory.

## **HISTORY**

- 98 During the inspection it was possible to observe only a limited amount of teaching. Judgements are therefore based upon scrutiny of work, interviews with pupils and teachers and the scheme of work.
- 99 Achievement and progress by the end of both key stages are satisfactory. By the age of seven, pupils are starting to develop a sense of chronology. Most can outline how school uniform has changed over generations and can make comparisons with the present. They are also able to examine artefacts and in doing so develop knowledge and understanding about aspects of the past. For example, when examining imitation scrolls they note how spelling has changed over time and comment upon the different ways in which society has punished criminals. They are also able to suggest how life-styles have changed over the past two generations based upon the study of old photographs. By the age of eleven, pupils have developed their sense of chronology and have a sound grasp of the most important events and personalities of the period they were observed studying. Pupils are aware of the hierarchy within Ancient Egyptian society, the gods of the age and other aspects of that culture. In one lesson that was observed, pupils displayed a considerable interest in death rituals and the after-life. However, higher attaining pupils do not develop their skills to the extent that might be expected, particularly regarding their capacity to assess different types of historical evidence or to conduct their own research. Similarly, only very limited use is made of information communications technology.
- 100 The quality of teaching is satisfactory and this results in satisfactory learning. When teaching is at its best, the management and control of pupils is good: basic skills, especially listening, are well taught and teachers display good subject knowledge. This leads to pupils behaving well and having the interest and confidence to ask questions. Pupils also treat each other and their teachers with respect. The rate of learning is also increased when pupils are provided with the opportunity to visit places of historical interest, such as Preston Manor and the Toy Museum in Brighton. When teaching is less effective, pupils are not required to produce extended writing based upon their own research or to produce first-hand accounts and imaginative stories. They therefore do not read as widely as might be expected and do not receive the benefit of having extended written work scrutinised and marked by teachers. Pupils have good attitudes to their work: they complete the tasks they are set promptly and efficiently and work sensibly in pairs and groups when required to do so.

- 101 At the time of the previous inspection, standards were judged to be sound and this remains the case. Some improvement has taken place in that a good scheme of work ensures improved co-ordination. However, higher attainers are still not being sufficiently challenged. Overall, progress has been satisfactory.

## **INFORMATION TECHNOLOGY**

- 102 Pupils' achievement by the end of both key stages is unsatisfactory. Despite this, pupils do possess a satisfactory level of competence in some aspects of the work. By the age of seven, pupils are familiar with computers, understand some basic keyboard functions and know how to use a mouse. They are able to create simple diagrams and can move words from a database in order to label them. By the age of eleven, most pupils have improved their achievement in word processing. They are able to modify the size of the font in order to enhance the appearance of their work, as, for example, when writing articles in the style of a newspaper. Pupils use word processing techniques to re-draft their work and are able to move text use cut and paste, but overall the use of information communications technology to enhance standards of writing is underdeveloped. In Year 5 pupils know how to access information from CDs and the Internet, and one group was seen using the information obtained to determine the distance and direction of towns and cities from each other. However, whilst pupils develop their skills in some uses of information technology, they do not do so in others, particularly control. It is also the case that information technology is not used in a sufficiently wide range of subjects, including, in particular, mathematics.
- 103 The quality of teaching is unsatisfactory because coverage of the National Curriculum is incomplete and this results in unsatisfactory learning. However, an improvement in the organisation of the teaching has taken place over recent months and the teaching of specific topics observed during lessons was satisfactory. When teaching is at its best, the teacher showed good subject knowledge, demonstrated skills clearly, ensured by effective questioning that pupils understood what was required of them. They scheduled the use of the computers so that pupils had "hands on" experience. This led to pupils responding with enthusiasm, showing interest in how to improve the presentation and accuracy of their work and a willingness to pursue a line of enquiry into greater detail. The main weaknesses in the teaching are that information technology is not always used effectively when teaching some subjects; some teachers also lack the competence and confidence to teach all strands of the National Curriculum. This means that higher attaining pupils are not sufficiently challenged. It is also the case that insufficient pupils have opportunity for "hands on" experience to enable them to consolidate their skills. Pupils enjoy working on computers both individually and when working in groups. They are particularly ready to pool ideas with other pupils and to help each other in improving their skills.
- 104 Over the last eight months considerable efforts have been made by the headteacher and the recently appointed co-ordinator, working with a local education authority adviser, to raise standards. This has made a positive impact, but not yet sufficient for pupils to be achieving at a satisfactory level.
- 105 At the time of the previous inspection standards of attainment were in line with the national average and teaching was sound. There were limited opportunities for pupils to use information technology on a regular and systematic basis. Thus whilst there has been an improvement recently, overall progress has been unsatisfactory.

## **MUSIC**

- 106 Standards of achievement and the quality of learning are satisfactory in both key stages. Pupils with special educational needs and higher attainers make satisfactory progress. The previous inspection report highlighted the need to provide a more detailed scheme of work. This is now in place. No tuned classroom instruments were seen in use during the inspection,

but the scheme of work indicates that opportunities are provided for developing pupils' instrumental skills.

- 107 In Key Stage 1, pupils show a secure knowledge of different rhythmic patterns. In a Year 2 lesson pupils devised rhythms to the names of fruit. They were able to keep a steady beat whilst performing and could vary both tempo and dynamics. Pupils are able to give their own impressions about the mood that a piece of music conveys: for example, younger pupils in Key Stage 2 listened to a short extract of music and showed a satisfactory understanding of the way the music increased in texture. They made effective comparisons with other music which they had heard. Older pupils listened to 'Winter' by Vivaldi and identified some of the musical effects that were used. Pupils in both key stages develop secure vocal skills, with many pupils showing accuracy of pitch and a good memory for words.
- 108 In both key stages teaching is satisfactory, with some good features. Opportunities are given for pupils to acquire secure vocal skills. This was evident in an assembly when pupils sang the Jewish greeting 'Shalom' as a round. The singing assembly for the whole school makes a positive contribution to developing pupils' vocal skills and increases their confidence in performing with others. It has a positive effect on their learning.
- 109 Pupils have good attitudes towards the subject and enjoy their lessons. They are eager to perform to each other and listen attentively, when required. Extra-curricular provision includes a small choir and a recorder group. Instrumental lessons are available for violin and guitar. Pupils have performed in the Harvest and Christmas assemblies and in the carol service at Holy Trinity, Forest Row. They have also performed to senior citizens at the East Grinstead Day Centre. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

## PHYSICAL EDUCATION

- 110 Achievement is satisfactory by the end of both key stages, with a number of pupils achieving good standards. By the age of seven, pupils are aware of the need to warm up and cool down before and after physical activity. They also understand the reasons for changing into appropriate clothes. In gymnastics, they improve their co-ordination and benefit from taking part in reasonably strenuous activities. They can aim, pass and catch a variety of items, including bean bags and different types of balls. Higher attainers are able to pass balls accurately when moving. By the age of eleven, pupils develop their gymnastic skills well. They are able to turn, roll, jump and balance and are able to put these movements together well in complex sequences. One group of higher attaining pupils, for example, was able to put together one such sequence of some tennis movements which represented the culmination of what had been learned and practised over the previous few lessons. They displayed good co-ordination and co-operative skills. The curriculum covers a full range of the requirements of the National Curriculum. Whilst it was not possible to observe swimming during the inspection, the school makes arrangements that enable pupils to receive swimming lessons. The school achieves success in local sporting competitions and in 1999, for example, won East Grinstead school tournaments in netball and cricket.
- 111 The quality of teaching is satisfactory and this results in satisfactory learning. When teaching is at its best, teachers possess good subject knowledge and are able to demonstrate the skills they wish pupils to achieve, and using the correct terms to describe them, as was noted in gymnastic lessons. Lessons are well planned and pupils are managed effectively. In all lessons observed good attention was paid to health and safety. Pupils show an interest in the work and sustain their concentration. They make a good physical and creative effort to meet the demands of the subject. They work well together in groups.
- 112 The range of learning experiences is enhanced by links with the local sporting community. The school takes part in the "Top Sport" scheme, through which members of local clubs coach pupils and make them aware of opportunities available to them. Parents are also actively involved in coaching pupils, notably in football and netball and they, too, offer links with local teams.

- 113 Since the time of the previous inspection, the school has acquired a playing field which has enabled the school to offer a fuller range of outdoor activities. Pupils' progress and the quality of teaching have remained satisfactory.

## RELIGIOUS EDUCATION

- 114 At the end of Key Stage 1 pupils' attainment in religious education meets the requirements set out in the Locally Agreed Syllabus. At the end of Key Stage 2, however, insufficient coverage of the syllabus results in expectations not being met fully as was the case in the previous inspection.
- 115 Pupils in both key stages are made aware of the natural world that surrounds them, the way that religion plays an important part in some people's lives and the symbols and ceremonies associated with world religions. In Key Stage 1, pupils know that the parables told by Jesus were special Christian stories. In Year 2, pupils made their own book about one of the parables. They were able to say what the parable was about, to understand why it was told and to relate the meaning of the story to their own lives. In the story of the Prodigal Son, pupils understood the need to forgive and were able to give examples of how they would forgive others if things went wrong. In Key Stage 2, Year 5 pupils talked about their own feelings of being angry and then listened to the Bible story of Jesus being angry when he saw the money-changers in the temple. They develop a satisfactory knowledge of the way the parables were used by Jesus to teach about different aspects of life. Pupils gain both a knowledge and an appreciation of other faiths by learning about the way people worship and the ceremonies associated with their faith. Pupils design their own Islamic prayer mats and learn about the festivals of Divali and Hanukah. In an assembly, pupils learn about the Buddhist religion and saw slides taken in Thailand of Buddhist temples. They gain an appreciation of the Buddhist belief in doing good things and learn about the gifts given to the monks. The good links established within the community enable pupils to further enhance their experiences through visiting the local church and understanding the use of the vestment, candles and other Christian symbols. Pupils have made an Easter garden and extended their understanding of the importance of the symbol of the cross in Christian worship.
- 116 Teaching is satisfactory in both key stages and this enables pupils to make satisfactory progress in their learning. Pupils with special educational needs and higher attaining pupils also make satisfactory progress. Effective use is made of discussion time to enable pupils to share experiences with each other and to reinforce their learning. However, in Key Stage 2 insufficient coverage of the syllabus requirements results in a limited amount of written work, particularly evident in the lack of extended writing by older pupils. In particular, they are rarely required to write stories based upon the Bible or other religious texts. Although the resources for the subject are adequate, they are not always used sufficiently in lessons to extend pupils' understanding. Good use is made of assemblies and visits to enable pupils to gain a wider knowledge of other's beliefs. The Harvest celebration in school allows pupils the opportunity to share their assembly with senior members of the community.
- 117 Pupils in both key stages have good attitudes towards the subject. They share their ideas willingly and are well behaved. Pupils listen attentively in assemblies and, when required, contribute by taking part and writing their own prayers. As a result, the subject makes a good contribution to pupils' spiritual, moral and cultural development.