

INSPECTION REPORT

WEST RISE COMMUNITY INFANT SCHOOL

Eastbourne

LEA area: East Sussex

Unique reference number: 114466

Headteacher: Mrs L Morris

Reporting inspector: Phil Mann
23219

Dates of inspection: 3rd – 5th December 2001

Inspection number: 216777
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Chaffinch Road Langney Eastbourne East Sussex
Postcode:	BN23 7SL
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Appropriate authority:	The governing body
Name of chair of governors:	Mr David Anderson
Date of previous inspection:	4 th October 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Phil Mann 23219	Registered inspector	Children under five English Music Physical education	How good are curricular and other opportunities? Standards - attainment and progress
Chris Wild 19369	Lay inspector		Standards - attitudes, behaviour, personal development Attendance Spiritual, moral, social and cultural and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and learning resources
Dave Whatson 23494	Team Inspector	Science Information and communication technology Art and design Design and technology	Special educational needs How well is the school led and managed? Efficiency of the school
Kuldip Rai 3588	Team inspector	Mathematics Geography History Religious education	Equal opportunities How well are pupils taught? English as an additional language

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Rise Infant School has 213 pupils on roll, aged four to seven years, and the average class size is 26. It is located adjacent to the neighbouring junior school in a residential area of Langney, Eastbourne. The pupils come from local housing estates and the current circumstances of most families are below average and an above average qualify for free school meals. There were 48 children under five in the reception class during the inspection. The attainment of children at the start of school is well below average. There are 26 per cent of pupils on the special educational needs register and this is above average. Of these, there are 41 pupils at the early, school-based stages of assessment and provision. Currently, there are two pupils with a Statement of Special Educational Need and 14 are in the support of outside agencies. An above average number of pupils speak English as an additional language.

HOW GOOD THE SCHOOL IS

Good leadership by the headteacher is providing clear direction for the work of the school. Monitoring of the school's work has been a high priority and this has resulted in an improved quality of teaching despite difficulties in the recruitment and retention of new staff. Teamwork is now a strong feature and teachers plan a range of exciting and interesting activities to motivate and stimulate the pupils in their care. Standards in English and mathematics are below average, but there has been some improvement over the last year on the previously low standards. There is consistently good management of pupils' behaviour because of the effective procedures staff have implemented. This has resulted in good attitudes to learning by nearly all pupils. Taking into consideration the circumstances of the school, the high cost per pupil and the standards achieved overall, the school now provides satisfactory value for money.

What the school does well

- Pupils achieve well in their behaviour, several subjects and in their personal development.
- The provision for children in the Foundation Stage is very good and a significant strength of the school.
- Good teaching is providing a strong emphasis on the development of basic skills.
- The exciting curriculum is enriching the pupils' learning experiences.
- The school is now establishing a good partnership with parents.
- The good leadership of the headteacher has spearheaded school improvement.

What could be improved

- Raise standards in English and mathematics by the age of seven.
- Improve pupils' attendance at school.
- Implement a strategic plan for the school's long-term future.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement on nearly all of the key issues from the previous inspection and as assessed in the most recent visit by Her Majesty's Inspectors. Significant improvements have been made in the leadership of the school, which is now good. The provision for pupils with special educational needs is now a strength of the school and the standard of pupil behaviour has now dramatically improved. This is providing the foundations for increased levels of pupil achievement. The school's capacity for further improvement is now good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
reading	D	E	E	E	well above average A above average B average C below average D well below average E
writing	D	E	E	D	
mathematics	E	E	E	E	

Results in the 2001 national tests indicate the performance of these pupils was well below average in reading, writing and mathematics. The performance of pupils in science, based on teacher assessments, was below average. In comparison with similar schools nationally, performance was well below average in reading and mathematics, but below average in writing and science.

Overall, pupils are now achieving much better than last reported by her Majesty's Inspectors at their last visit on 25th September 2000. Inspection evidence confirms that seven-year-olds are attaining below average standards in reading, but standards are still well below average in writing. Overall, standards are below average in mathematics, but in line with that expected in science. Standards are in line with that expected for seven-year-olds in all other subjects. Pupils are making particularly good progress in art, design and technology, and information and communication technology, as a result of the rich and interesting curriculum now available for the pupils in this school.

This general trend of improvement is a direct result of the headteacher's drive to raise standards in all aspects of the school's work. The school has achieved significant progress in the improvement of pupils' behaviour and the quality of teaching. Consequently, lessons are more effective and the school is now meeting the needs of higher attaining pupils. The achievement of all pupils is now good. The implementation of the National Literacy and Numeracy Strategies has been satisfactory. Teachers and support staff now teach basic skills well. The standards of handwriting for pupils in Year 2 have dramatically improved during the term of inspection, with the result that the quality of writing is now being improved accordingly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. Pupils are enthusiastic and happy to be at school and enjoy the lessons.
Behaviour, in and out of classrooms	Good overall, but occasionally a few pupils can display challenging behaviour towards others at lunchtimes. All pupils respond very well to the effective procedures for managing behaviour in lessons and around the school.
Personal development and relationships	Opportunities for personal development are good. Teachers know their pupils well and combined with the good relationships and opportunities for taking responsibility and initiative, pupils grow in confidence.
Attendance	Attendance is unsatisfactory and below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	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 and learning is good overall. It is very good or better in one in five lessons and good or better in three out of five. It is satisfactory or better in nearly all lessons with only two lessons judged as unsatisfactory during the inspection. This represents an improvement on that found by Her Majesty's Inspectors at their last visit when about one in ten lessons were judged unsatisfactory. Overall, teaching promotes learning well and all teachers are implementing the good teaching and learning policy effectively.

The teaching of children in the reception classes is good, with a considerable amount of it being very good. This has a significant impact on the learning of these children. Staff demonstrate very good knowledge and understanding of teaching children of this age, and good planning by teachers effectively reflects the national guidance for the Foundation Stage.

On the whole, teaching throughout the rest of the school promotes learning well and enables all pupils to make good progress across the school. Pupils show good levels of interest and concentration and they respond well when they are given a degree of independence. The teaching of literacy and numeracy skills is satisfactory, with the school having implemented the national strategies appropriately. Teaching is particularly good in science, art, design and technology and information and communication technology and pupils are making good progress in these subjects. Teachers provide good levels of support to children with specific needs and challenge the more able through appropriate questioning and extension work. The school deploys its teaching assistants very effectively and they make a positive contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The breadth of planned activities includes a wide, exciting range of learning experiences to motivate the pupils. The planned experiences for children in the reception classes are particularly good. These very effectively provide the building blocks for further learning and are a significant strength of the school.
Provision for pupils with special educational needs	There is good provision for supporting pupils with special educational needs, especially in relation to behaviour management. Teacher assistants and the support of outside agencies make a positive contribution to the good progress being made by these pupils.
Provision for pupils with English as an additional language	Pupils learning English as an additional language are no longer in need of special support. They participate fully in lessons and the school successfully includes them in all its activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very good opportunities for spiritual development in assemblies and lessons. Moral development is good and the consistent application of the 'Golden Rules' creates a peaceful and orderly community. Teachers provide good opportunities for social and cultural development.
How well the school cares for its pupils	A caring school which values family attitudes. Good relationships and effective procedures for monitoring and improving behaviour ensure that all pupils enjoy being in this happy school.

There is now a good partnership with parents and they are becoming increasingly involved in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear educational direction for the work of the school. She has successfully led the school through a difficult two years of recruitment and retention. Her identification of aspects of school improvement, particularly the learning in reception and pupil behaviour in the school, has improved the quality of the planned learning experiences for all pupils. She is committed to raising standards throughout the school. The headteacher, teachers and support staff work well together as a team and this has a significant impact on the quality of teaching and learning offered and the consistent approach to behaviour management.
How well the governors fulfil their responsibilities	The governing body supports the work of the school and is aware of its strengths and areas of development. The school meets statutory requirements in all aspects of its work.
The school's evaluation of its performance	The monitoring of teaching and learning is rigorous and, as a result, the quality of teaching has improved and there is now a consistency in expectations throughout the school. As a result, pupils are achieving well as they move through the school. Regular visits and meetings of the governing body have supported the school well and many of the new procedures are helping to inform the governing body's evaluations of school performance. However, many governors remain dependent on information provided by the school and, therefore, there is a lack of rigour in what they do.
The strategic use of resources	The school makes appropriate use of specific grants. The plan for school improvement is only short term and as yet does not offer a long-term vision of finances and development of the school. The school now applies the principles of best value appropriately.

There has been a high turnover of teaching staff in the last two years. However, the new staff have quickly settled into school, are working well as a team and are suitably qualified to meet the demands of the curriculum. The quality and range of resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty-two parents and carers returned the questionnaire and 12 attended the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Improvement in behaviour. That their child likes school. They feel comfortable about talking to staff. That the school is led and managed well. 	<ul style="list-style-type: none"> The number of extra-curricular activities.

Inspectors agree with all the parents' positive comments. They judge that the number of extra activities available is appropriate for the age of the pupils and the type of school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- Overall, pupils are now achieving much better than last reported by Her Majesty's Inspectors at the time of their visit on 25th September 2000. Inspection evidence confirms that seven-year-olds are attaining below average standards in reading, but standards are still well below average in writing. Overall, standards are below average in mathematics, but in line with that expected in science. This is generally better than the school's results at seven in the 2001 national tests. Based on these results in these tests, the performance of these pupils was well below average in reading, writing and mathematics. The performance of these pupils in science based on teacher assessments was below average. In comparison with similar schools nationally, performance was well below average in reading and mathematics, but below average in writing and science. Further analysis of these results indicates that girls performed far better than boys in these tests. The school has recognised this effectively. The headteacher has implemented a comprehensive strategy to target the attainment of boys in Years 1 and 2 in English and mathematics.
- This general trend of improvement is a direct result of the headteacher's drive to raise standards in all aspects of the school's work. The school has achieved significant progress in the improvement of pupils' behaviour and quality of teaching. Consequently, lessons are more effective and the school is now meeting the needs of higher attaining pupils. There is now a very strong emphasis on the teaching of basic skills. The teaching of reading is more structured with a reorganisation of reading material. The school has identified improvement in the quality of pupils' writing as a priority, but the teaching of handwriting is not yet as effective as it could be across the school. The headteacher and English co-ordinator have recognised this fully; staff are now fully implementing the recently published policy across the school. The standards of Year 2 pupils' handwriting have dramatically improved during the term of inspection with the result that the quality of writing is improving accordingly. This trend of improvement in handwriting is not as marked in Year 1.
- The table below shows attainment in English, mathematics and science judged by the inspection team and as achieved by last year's Year 2 in the tests, compared to all schools nationally.

	National Tests Year 2 2000/01		Inspection Judgements Year 2 2001/02	
English	Reading	Well below average	Reading	Well below average
	Writing	Well below average	Writing	Below average
Mathematics	Below average		Below average	
Science	By teacher assessment			
	Well below average		Average	

4. The following table shows standards in subjects other than English, mathematics and science.

	By the age of seven
Information and communication technology	In line with that expected
Art and design	In line with that expected
Design and technology	In line with that expected
Geography	In line with that expected
History	In line with that expected
Music	In line with that expected
Physical education	In line with that expected
Religious education	In line with that expected

5. Reception children make good progress, overall, as a result of the high levels of good teaching and the very well organised activities, matched to the needs of children. This is particularly so in their oral language and reading skills, number work and their personal and social development. The attainment of children when they enter the school is well below average. A small proportion have had no pre-school provision. The improvement of learning for all children in the reception classes has been a top priority for the school. It has achieved dramatic results following the appointment of a part-time manager for the Foundation Stage. It has placed a strong focus on the improvement of the children's communication, personal and social skills. Children have made good progress in these areas of learning. As a result, most children will achieve the Early Learning Goals in knowledge and understanding of the world, personal and social, creative and physical development by the end of the reception year. Despite the good progress being made, overall attainment in communication, language and literacy and mathematical development will be below that expected by the time these children start Year 1.
6. Pupils achieve well overall in Years 1 and 2 and learn lots of exciting things because of the good quality teaching in Year 2 and the overall richness of the curriculum. Learning is good across the school, but best for pupils in Year 2. It is good, overall, across the school in speaking and listening and reading skills and several other subjects. The implementation of the National Literacy and Numeracy Strategies have been satisfactory. Teachers and support staff generally teach basic skills well in all classes. This has resulted in the improved standards of writing at the end of Year 2 overall. Impressive displays of pupils' work around the school confirm the range of exciting learning opportunities available to the pupils. The management of challenging behaviour from a significant number of pupils is consistently good. All pupils respond well to the 'Golden Rules' code of behaviour with the result that lessons are effective even in the very few lessons when learning intentions are not clear and teaching is unsatisfactory. The school has undertaken much work in this area and the pupils' attitudes to learning have improved considerably, with the result that academic standards have also improved.
7. Pupils of all abilities are making good progress in science as they move through the school. There is a good emphasis on investigative work and good progress is being made in all areas of learning. Well-organised practical sessions provide good opportunities for the pupils to co-operate with others and use their initiative to solve problems. Teachers are effectively developing the pupils' recording techniques. This in turn this is ensuring good links with the development of literacy and numeracy skills.
8. Standards are in line with that expected for seven-year-olds in all other subjects. Pupils are making particularly good progress in art, design and technology and information and communication technology, as a result of the rich and interesting curriculum now available for the pupils in this school.

9. Inspection evidence confirms that there are no significant variations in the attainment of pupils in relation to gender or social class. Pupils learning English as an additional language make satisfactory progress. Pupils with special educational needs make good progress due to the quality of their individual education plans and the support that they receive from the well informed teaching assistants, support services and special needs co-ordinator.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to the school are good. Most pupils like coming to school and enjoy their lessons. They display a very keen interest in activities and, because of the mostly good and at least satisfactory teaching, find lessons stimulating. Most of the pupils willingly take part in class discussions, as in the reception class at story time when the teacher was reading 'A dark, dark tale'. The children were clearly able to express their own ideas of the pictures in the book and to forecast the next page. A large majority of pupils respond well to teachers and motivation is good overall. They concentrate well for reasonable periods. Very many display a sense of responsibility and rise well to challenge. Pupils show this in assemblies when they prepare and remove equipment and in each class when monitors for the day undertake small tasks such as returning registers to the office. The majority of the pupils organise their own work with little adult support and they like working with a partner as well as working as individuals.
11. Overall, the behaviour of the majority of pupils is good, but very occasionally at lunchtime a few pupils can display inappropriate behaviour. Pupils respond very well to the school's 'Golden Rules' and are aware of how they should behave in and around the premises. This has a positive impact on pupils' achievements. The majority of the pupils understand that their actions affect others and accept responsibility for them. Pupils are accustomed to showing respect for other people's property and are mostly polite to adults and to each other. No instances of bullying, aggressive, sexist or racist behaviour were observed during the inspection week. There were no exclusions during the last reported year.
12. Relationships within the school are good. Pupils, teachers and other adults within the school relate well to one another and pupils make significant progress in developing their social skills. The majority are aware of the impact of their actions on others. Most of the pupils reflect and discuss their behaviour, feelings and experiences. When asked, most can recall individual or group targets set for them. Very many pupils play an active part in the life of the school and, when given the opportunity, show initiative by helping in the classroom. Even the youngest children happily tidy away their work ready for the next lesson. Pupils display a concern for the feelings, values and beliefs of others. Most of the pupils can talk with confidence about their own views and beliefs, and they are usually prepared to listen to others' views. Occasionally, a few pupils shout out or talk at the same time as others but with gentle reminders from the teachers they correct their behaviour. Very many readily accept the responsibility of engaging in routine tasks; for example, they line up in the dining room and carry their lunches to the tables. There are good levels of respect and consideration for others. Pupils mostly respond well when others need help.
13. Attendance at the school is unsatisfactory. The number of authorised absences has declined in the last year, but it is still above the national average. A considerable number of pupils take holidays in term time. A high proportion of pupils who have left the school mid year have been recorded as absent until the school has ensured that they are on the roll of another school. In welcome contrast, the school has improved the proportion of pupils absent without good reason. Registration takes place at the beginning of the morning and after assembly in the afternoon. The school has made an effort to improve the punctuality of the pupils and has succeeded in ensuring that the majority arrive on time. The school periodically reminds parents of the need to maintain regular attendance.

However, it does not actively seek to discourage parents from taking their children out of school for holidays in term time. The school works closely with the education welfare officer and other outside agencies.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching and learning is good overall. It is very good or better in one in five lessons and good or better in three out of five. It is satisfactory or better in nearly all lessons with only two lessons judged as unsatisfactory during the inspection. This represents an improvement on that judged by Her Majesty's Inspectors' last visit when about one in ten lessons were unsatisfactory. Overall, teaching promotes learning well. There is now a good teaching and learning policy which teachers consistently follow. Parents at their meeting commented favourably on the quality of teaching, but expressed some concern at the inconsistent levels of homework set.
15. Teaching is good in the reception classes, with a considerable amount of it being very good. This has a significant impact on the learning of these children. Teachers have very good knowledge and understanding of teaching children of this age, and their good planning effectively reflects the national guidance for the Foundation Stage. Lessons are well organised, with children having access to a wide range of activities and resources. There is a good balance between teacher directed activities and those that the children can choose for themselves. Teachers create a safe, stimulating and purposeful learning environment, which fosters good levels of concentration among children. There are very good relationships between children and teachers, which teachers use effectively to engage children in learning. Teachers provide good levels of support to children with specific needs and challenge the more able through appropriate questioning. The school deploys its teaching assistants very effectively and they make a positive contribution to children's learning.
16. The quality of teaching and learning is satisfactory overall in Years 1 and 2, with a significant amount of teaching being good or better. There were only two unsatisfactory lessons. The teaching of literacy and numeracy skills is sound, with the school having implemented the national strategies satisfactorily. Teaching is good in science, art and music, and satisfactory in English, mathematics, physical education and information and communication technology. There is insufficient evidence to make a judgement on the quality of teaching in religious education, history, geography and design and technology.
17. Teachers' knowledge and understanding of all subjects is satisfactory. This helps them to explain things clearly and to ask probing questions to extend pupils' understanding and thinking. Teachers' day-to-day planning is satisfactory, although it is good in English and mathematics. They identify objectives clearly and share them with the class at the beginning of lessons so that pupils understand what they are doing. They also remind pupils of objectives at the end of most lessons. The teaching of handwriting is not consistent across the school. It ranges from good to unsatisfactory. However, teachers provide regular opportunities for the teaching of handwriting. They have a good understanding of how to teach basic skills. Planning generally caters well for the full range of attainments in the classroom, including pupils with special educational needs. Where teaching is unsatisfactory, as happened in one lesson in English and another in physical education, teachers are not clear about what they expect pupils to learn, or tasks do not match the ability of all pupils.
18. The methods used are good. Lessons have a clear structure and teachers explain tasks well. They put particular emphasis on the teaching of subject specific vocabulary to improve the pupils' communication skills. The introductory sessions in lessons are generally well organised. Pupils have opportunities to work as whole class, individually, and sometimes, in pairs. However, there are sometimes missed opportunities for group

work and personal development in music. Teachers do not always use the introductory part of the lesson well to prepare pupils for independent work later in the lesson. Tasks for pupils working on their own do not always match appropriately their stage of learning. This impacts adversely on the pace of work and hinders pupils' progress in learning. Pupils had insufficient opportunities to engage in investigative work in mathematics and science at the time of the previous inspection. This is no longer the case, with pupils now having sufficient opportunities to carry out practical and investigative activities in both subjects.

19. Teachers manage pupils well in lessons and their expectations of behaviour are high. There are good relationships between staff and pupils. This helps teachers to create a calm but purposeful atmosphere in almost all lessons. Pupils respond positively to this and, as a result, behaviour in lessons is good overall.
20. Teachers manage their own time and that of support staff well to enable them to work directly with as many pupils as possible during lessons. Although there is good inclusion of all pupils in lessons, occasionally some pupils get excluded from learning in the introductory part of the lesson because teachers do not match questions to the varied learning needs of all pupils in the class. Teachers use resources well in most lessons. As a result, pupils' interest is effectively engaged which promotes good learning. A Year 2 mathematics lesson on finding halves and quarters of different shapes effectively demonstrated very good use of resources, alongside lively and enthusiastic teaching.
21. Teachers and support staff use questions satisfactorily to assess and extend pupils' learning. They make good use of information from on-going evaluation of lessons to plan subsequent work. Teachers mark pupils' work regularly. However, there are inconsistencies in marking, with the quality of marking in English, especially in writing, being unsatisfactory in some books. The provision for homework is satisfactory overall.
22. Pupils learning English as an additional language are no longer in need of specialist support. They participate fully in lessons and the school includes them in all its activities. There is good provision for pupils with special educational needs. Teachers and learning support assistants make a significant contribution to the good progress made by these pupils.
23. The teaching of pupils with special educational needs is good. The school monitors their progress carefully and clearly meets their needs in a wide range of activities. Each pupil's clearly written targets are revised fortnightly by their class teacher and termly by the special needs co-ordinator to ensure that the provision is always highly relevant. The use of a tracking sheet in all lessons identifies which pupils the teaching assistant is to support and what activities they are to undertake. Pupils with special educational need, therefore, have meaningful interactions with the support staff who also provide them with both stimulating resources and interesting activities. Pupils with special educational needs are, therefore, fully included in all aspects of school life and they enjoy their work.
24. Overall, after a period of instability within the school, teaching promotes learning well and enables all pupils to make good progress. Pupils show good levels of interest and concentration. They respond well when they are given a degree of independence. Pupils understand what is expected of them and how they can improve their work.

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

25. Overall, the school provides a good range of learning opportunities. The breadth and balance of the curriculum are satisfactory and there has been some improvement in provision since the last inspection. As a whole, the curriculum for Years 1 and 2 meets legal requirements and the Foundation Stage curriculum is in line with Government guidance for children of this age. The school is meeting the requirements of the locally agreed syllabus for religious education and it informs parents of their right to withdraw their children from religious education. It provides well for pupils identified as having special educational needs.
26. The breadth and balance of the curriculum at the Foundation Stage is good and curriculum planning for this stage is effective. The quality and range of activities are very good and staff plan for and provide a wealth of interesting and exciting learning opportunities for the children. As a result, the curriculum provides very good levels of interest and stimulation and the promotion of high achievement is now a good feature of this provision. Parents are pleased with the quality of curriculum and value the good levels of information about the learning experiences offered. The curriculum is fully relevant to the needs of the children and good use is made of resources to support the learning experiences.
27. There is appropriate breadth and balance within the curriculum for Years 1 and 2 and curriculum planning for this stage is well detailed. Policy statements for core subjects in the infant classes are quite clear and appropriate schemes of work are fully in place. The curriculum is often stimulating and the provision of challenging experiences is now a key aim of the school. The time allocated for teaching the curriculum is well thought out and the needs of pupils are often met because what is taught is fully relevant to their needs.
28. The school is implementing the National Literacy Strategy successfully and there is some evidence of improving standards in English. It teaches literacy skills well and this is beginning to have impact on writing skills in other subjects. It has implemented the National Numeracy Strategy appropriately and this has led to improved standards in mathematics.
29. The curriculum is socially inclusive and good planning ensures that the gender, age and ability of pupils are always taken into account. All pupils, regardless of gender, ethnicity or linguistic background, have full access to the curriculum. However, the school recognises the need to produce policies and guidelines for English as an additional language and equal opportunities to support teachers.
30. Good contacts with local services and support groups provide a flow of professional advice and support to the special needs co-ordinator and the school so that they meet the needs of all pupils on the special needs register. As a result, the needs of all pupils with special educational needs are clearly met and the school includes them in all aspects of its life. This is because of the caring nature of the school and the good structures in place to ensure equal access to the curriculum and learning opportunities.
31. Overall, the school works hard to provide for pupils' personal, social and health education. Teachers deal sensitively with aspects related to 'growing up' in science lessons and 'circle time'. The school works hard to provide a range of stimulating school visits and makes good use of visitors to enrich the curriculum.
32. On the whole, the community contributes effectively to pupils' learning. The school makes effective use of resources within the locality. It encourages the local community to use the site for a range of purposes. For instance, it made very good use of parental

expertise to develop and build a very interesting and dramatic garden area at the front of the school. This feature now provides a wide range of experiences for the pupils as well as giving a bright welcome to all visitors to the main entrance. The school regularly endeavours to bring the community into the school to enhance pupils' appreciation of the wider world. Relationships with local schools are good overall. There is very regular contact with several local providers of early years education. The school also maintains regular contact with the neighbouring junior school to enhance learning in many subjects, for example in English and physical education.

33. Arrangements for promoting pupils' personal, spiritual, moral, social and cultural awareness are good.
34. The provision for the spiritual development of pupils is very good. In particular, assemblies are a special part of the day. There is an aura of calm when pupils enter the hall. The school organises these events well. It plans and develops themes carefully. It encourages pupils to think about how they would feel in situations such as the 'Visitation' when an angel came to tell Mary that she was to have a baby. Many pupils are able to link the occasion to events in their life when they have been afraid or couldn't understand what was happening. Time for pupils to reflect on their experiences is well established and the opportunity for reflection helps pupils to develop spiritual awareness. A broad Christian outlook is the basis of collective worship in the school. The daily act of collective worship complies with statutory requirements. The central theme behind most acts of worship is the exploration of meaning, purpose and values. This is also followed through in lessons; for example, in a religious education lesson the teacher encouraged pupils to think of the ways that love could be given without a cost attached. Pupils experienced a good moment of spirituality when they realised that giving love makes them happy.
35. Arrangements for pupils' moral development are good and most of the pupils can determine right from wrong. The 'Golden Rules' underpin the teaching of the values of honesty, fairness and justice. Staff promote these rules well and apply them consistently throughout the school. Through the teaching of the rule to be honest and not cover up the truth, very many pupils understand the importance of how their actions can be hurtful to others. The school plans the moral development of pupils well through teaching. For example, it encourages pupils not to be hasty in judging others in assembly and to listen carefully to others' opinions in religious education lessons. The school has yet to consolidate the introduction of 'Circle Time' during the daily fruit and drink period fully across the school. Currently, its effect varies from not taking place to a time when pupils are left in discussions on their own. The headteacher has recognised this as an area for staff training and further development.
36. The school places great emphasis on the social development of the pupils and provision is very good. Social inclusiveness is promoted well through the 'Monitor for the Day' system, when pupils take it in turns perform a range of useful tasks for the staff. Duties include responsibility for assembly equipment and returning registers. In the reception class, children learn to share their fruit with others by asking adults if they would care for a portion. These activities encourage all pupils to give a thought to the needs of others. The school encourages social responsibility through the involvement in charities that develops their awareness in local issues. Pupils identified with special educational needs because of their challenging behaviour receive good support and fully take part in school life. Staff and other adults at the school provide positive role models to these pupils and the good relationships within the school make a considerable contribution to the positive response of these pupils. All pupils get good opportunities to take responsibility for their own actions. For example, teachers set and display targets in the classrooms for all to be aware of. The 'Golden Rules' provides good opportunities for pupils to exhibit a sense of self-discipline. The attitude of very many older pupils towards the care of younger ones is

good. They are aware of their needs at lunchtime and in the playground they can be seen playing happily together.

37. The provision for pupils' cultural development is good overall. Very many pupils have a considerable understanding of their cultural heritage. Through religious education, for example when studying Diwali or Judaism, they learn to appreciate other beliefs. Pupils have experienced other cultural backgrounds, for example when the peripatetic teacher explained the customs and backgrounds of Traveller children. Not only does this help pupils to appreciate the cultural diversity of their own society, the Traveller children themselves feel secure in the knowledge that their peers understand their lifestyle. The school provides many enriching cultural experiences for its pupils. The school often takes opportunities for pupils to develop an appreciation of art, literature and music. Artists, poets and theatre groups are very regular visitors to the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides satisfactory care of its pupils. Good relationships are a strength of the school; promoting a friendly family atmosphere which helps pupils to feel secure and happy. Pupils relate well to teachers and other each other and in turn are respected and valued.
39. Procedures to promote pupils' well-being, health and safety are satisfactory. The school has a detailed health and safety policy. A very recent audit of health and safety in the school has identified a few areas to be addressed and the school is in the process of rectifying these. Three members of staff are fully trained in first aid and a further two have received basic training. Stickers to indicate bumps to the head are provided for lunchtime staff and this reminds the teachers and parents to monitor injured pupils carefully for adverse symptoms. The caretaker has recently received training in the appropriate safety and risk assessment procedures. Fire procedures are adequate and regular testing of fire and electrical equipment takes place. Teaching assistants have other roles in the school as well as working in the classroom, for example as lunchtime supervisors. Consequently, pupils are well known to them and are trusting and confident in their care. The school is very clear about its intolerance of bullying and racial and sexual harassment and has systems for recording and reporting racial incidents, although they rarely occur.
40. Child protection procedures are adequate and the school follows the local area guidance for child protection. The headteacher is the designated person with responsibility for child protection and has received training in the past. Although teachers and teaching assistants are aware of the school's procedures for child protection, they have not had formal training. The school does not have an up to date policy, but receives appropriate support when needed from outside agencies.
41. The school has improved its support of pupils' behaviour since the last inspection. Parents feel that there is a significant difference in pupils' behaviour. The school has good clear procedures for the monitoring and promoting of good behaviour. The behaviour policy is supported by the 'Golden Rules' system of rewards and sanctions in the form of 'Golden Time'. For example, pupils can choose an activity for 30 minutes at the end of each week, but minutes are deducted from the 'Golden Time' if there have been incidents of poor behaviour. Pupils value the rules and strive to achieve the full time allowance. The consistent approach to the rules along with the recognised targets enable pupils to be responsible for their own behaviour. Occasionally, lapses do occur, for example in a literacy lesson, when a pupil read a word incorrectly, the class laughed and the teacher had to remind them of the rules. However, for most of the time, pupils respond positively to the system and this has a significant effect on the achievement of good behaviour. The systematic recording of any incidents of inappropriate behaviour

and of any racial incidents is in place. However, lunchtime assistants have not yet received guidance on the promotion of the 'Golden Rules' and this inconsistency limits the effectiveness of the system. At the parents' meeting and in the questionnaires, parents say that behaviour in the school is good. These beliefs were upheld during the inspection. Apart from a few minor incidents, no observations were made of any unacceptable conduct.

42. There are good levels of care for pupils with special educational need. The special needs co-ordinator has undertaken extensive training and is able to administer a comprehensive set of assessments. They start with the baseline assessment in the Foundation Stage. Routine tests throughout the school assist in the early identification of new pupils to the school as well as monitoring the progress made by those already identified. Pupils' individual targets are clear and precise, used quite well and regularly reviewed. There are several for behaviour as well as learning difficulties. Behavioural objectives and their associated activities, such as individual contracts and systems by which pupils monitor their own behaviour, greatly support pupils' personal development. This is why behaviour at the school is so good. The school meets all the requirements that are made in pupils' statements of special educational need.
43. The school's systems for monitoring pupils' academic performance are satisfactory. The way in which children's attainment and progress are assessed is good for children in the Foundation Stage. The assessment of pupils' attainment and progress in Years 1 and 2 is sound and statutory assessments are firmly in place. Teachers make satisfactory use of assessment information to guide their future planning in English, mathematics and science, but this is less secure in all other subjects. Teachers make sound use of these records to support pupils' learning and to help plan work that is matched to their abilities. They use individual and group targets well to monitor and support pupils' academic progress. Useful records of pupils' achievement, that contain samples of their work, effectively support the procedures for assessment, recording and monitoring attainment and progress.
44. Procedures for the monitoring of attendance are satisfactory. Attendance at the school declined in the academic year 2000/01. Attendance is now below the national average. Registration takes place at the beginning of each morning and afternoon, and recording of pupils' presence takes place. Teachers mostly use symbols to denote the type of absence consistently, but there are some errors in recording the type of absence. The school has recently installed a new system for recording absence and has now the means to analyse each pupil's absence and the type of absence. Parents will receive detailed records of their children's absence with the annual reports. Unauthorised absence has improved since the last inspection and is now below the national average. The school has improved its strategies for promoting attendance with parents. Parents usually telephone on the first day of absence and punctuality has improved. The school provides its attendance policy to parents. The policy stresses the need for good attendance and the expectations of the school. There are, however, still many parents who are unaware of the effect on their children's education of taking holidays in term time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has now developed a good relationship with parents and this positively assists in the learning and achievement of the pupils. This represents a significant improvement on the findings of the previous inspection. Parents feel that they are welcome in the school and that the staff are approachable and willing to listen to their views. Views expressed by parents in the questionnaire are mainly supportive. All of these parents agree that their children like school. A few parents are unhappy with the range of extra-curricular activities available. However, inspection findings do not support this view. The range of activities available is commensurate with the age of the pupils and the type of

school. The school provides a wide and enriched curriculum that enlightens the pupils' experiences. Overall, parents are happy with the school's provision for their children.

46. The school is committed to the involvement of parents from minority ethnic groups in the education of their children and the life of school generally. It has good links with the local education authority's ethnic minority pupil service, which supports the school well in establishing links with minority ethnic parents.
47. As a whole, the information provided to parents is satisfactory. The quantity and quality of newsletters are good and they provide a useful, easy to read overview on the school's activities. The school has established curriculum evenings for parents. Those attending a recent talk on literacy found it valuable. The evenings provide some useful information on the curriculum and the topics the children will learn, but do not cover all subjects. Annual progress reports celebrate the successes of the pupils and provide good information on personal development and a clear indication of the pupils' areas for improvement. Annual progress evenings are held which enable parents to discuss with the class teacher the progress of their children. The reception teachers also discuss baseline assessment fully with parents.
48. The prospectus is a useful document. Together with an information pack that includes an attendance policy, it fully assists parents in preparing their children for school. Unfortunately, the prospectus does not fully meet the statutory requirements, but the school has recognised this. Visits before entry to school take place to familiarise children with the staff and their new surroundings. The governors' annual report to parents meets the statutory requirements, but the information in some sections is very brief. The home/school agreement is specific to the school. The ethos of the school is clearly evident within the agreement and all new parents sign it.
49. The school provides good information for parents of pupils with special educational needs. It invites them into school at the review of assessments, but some do not always take up the invitation. The school maintains regular contact with parents and encourages them all to attend the review of their child's individual education plan and support their learning at home.
50. The school recognises the important contribution parents can make in helping with their children's learning. It encourages them to help in the school and they often help in reception. Parents have assisted in creating the attractive gardens at the entrance to the school. Parents with expertise in building maintenance have also given practical help. The school invites parents to accompany the pupils in curriculum visits and grandparents are involved in sharing their pasts with the children during history topics. An active friends of the school association holds social events and raises funds for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. Leadership and management of the school are good and have improved considerably since the last inspection when they were judged to have serious weaknesses. The new headteacher, staff and governors all work as a committed team aimed at school improvement. They fulfil their statutory responsibilities and closely monitor the school, so that it can take the most appropriate action to address the identified needs. These have led to improvements at the school, particularly in the management of pupils' behaviour. The school makes appropriate use of the resources available to it for the benefit of pupils currently in the school. The school provides satisfactory value for money.
52. Leadership of the new headteacher ensures clear educational direction as she strives for the excellence so clearly stated in the school's vision statement. Staff and parents positively support the school's ethos, aims and vision statement. It clearly reflects in the

life of the school, especially in relation to pupils' personal development and the provision of an enriched education. The headteacher has successfully led the school through two turbulent years that included difficulties with recruitment and retention. She has now appropriately delegated areas of responsibility to staff, although many of them are new to the school and to their posts. They are, however, enthusiastic and have made significant impacts on their subjects, but these have not yet had a very positive effect on raising standards. Most of the key members of the senior management team, including the deputy head, are also new to the school. Through fortnightly meetings and good communication, they have clearly established their roles and provide good support to the headteacher and staff. They have a vision of developing this role into one that leads as well as manages by providing a long-term plan for school improvement.

53. The co-ordinator of special educational needs very effectively monitors the needs of the pupils. Through extensive training and support, the school has fully implemented the action plan that was a key issue at the time of the last report. It regularly reviews policy and practice to ensure they reflect current good practice. As a result, the school is well prepared for the introduction of the revised Code of Practice. Regular communication with teacher assistants ensures that they consistently follow school practice. Professional advice and guidance offered to all teachers provides good support, helping them to meet the diverse needs of the pupils in their classes.
54. The keen and enthusiastic governing body fulfils its duties appropriately. There are several committees and monitoring procedures involving visits and reports. These have been instrumental in supporting and directing the school since the inspection in 1999. As their views derive largely from informal monitoring their evaluations are general, but governors are committed to high standards. The monitoring and evaluation of the school, especially by the headteacher, is good. Frequent and structured observations of teachers provide specific points for development and this has led to improvements in the quality of teaching and learning. In addition, the monitoring of pupils' individual education plans, teachers' planning and behaviour across the school has led to a good level of consistency and underpins the success in behaviour and the provision of an inclusive education.
55. The school's priorities for development have clearly reflected the most important issues of the last two years. They have been driven by the action plans drawn up after the previous inspections of 1999 and 2000. The improvement plans are clear and concise and the action taken to meet the targets has been successful, especially in changing the culture of the school. Most staff now feel valued and morale is much higher. As a result, their expectations are high and they openly celebrate good achievement so that pupils want to come to school to learn. However, only two years have elapsed between the first inspection that identified serious weaknesses and the current one. The new systems and procedures instigated through the school improvement plan have not yet significantly affected standards, especially in reading, writing and mathematics. Because of the recent history of the school, the improvement plan does not yet give clear educational direction because it only covers a one-year period and does not fully reflect all of the school's aims.
56. The headteacher is currently responsible for managing the provision for equality of opportunity and English as an additional language. She is fully committed to these areas and wants to promote them as part of her commitment to inclusion. The school has some resources to enhance the provision for equal opportunities, including cultural diversity. However, it recognises the need to increase this provision. Currently, the provision for in-service training in these areas is unsatisfactory.
57. The strategic use of resources, grants and other funding is satisfactory. The school's financial planning satisfactorily supports educational priorities. The school development plan identifies direct expenditure, but does not account for indirect expenditure, for

example staff time. The efficiency and effectiveness of the financial administration systems are good. Staff training with new information and communication technology is firmly in place. New technology effectively supports the school's administration and pupils' learning. The school has made satisfactory progress in response to the most recent auditor's report. The senior management in the school and the governing body are satisfactorily informed about the school's finances. The school monitors its spending regularly. It uses specific grants for their designated purpose. These grants are fully utilised, but the school has yet to explore the availability of other grants. It keeps governors fully informed with regular budget statements, but evaluation of the spending plan and forward planning to ascertain the school's needs are under developed. The school is using its contingencies to fund present day spending and is maintaining a reserve for future staff recruitment and retention. The headteacher is aware of the need to plan for the future and has currently requested support from the local authority's finance department. The headteacher and the governing body are effectively following the principles of best value. For example, they have applied these to the measurement of the standards of the school in comparison with other schools, in consulting parents on changes to the curriculum and in inviting formal tenders for structural changes. A comparison with other schools regarding costs and the consultation of parents on major spending decisions is not as developed.

58. The school has an appropriate number of teaching staff who are suitably qualified to meet the demands of the curriculum. The teaching staff as a whole have sufficient knowledge and expertise. There has been a high turnover of teaching staff in the last two years, however they have quickly settled into school and are working well as a team. The school's strategy for appraisal and performance management is satisfactory and understood by most of the teaching staff. Further development is, however, needed in the consolidation of performance targets. The governing body has received effective training in this area and has reviewed the headteacher's targets. Each class teacher has good support from learning support assistants, who overall contribute effectively to the pupils' learning. Although the school does not yet have an induction policy, the procedures for the induction of new staff are satisfactory and all teaching staff are 'paired' with a colleague and assist each other. The school follows the requirements for newly qualified staff and they get good support within the established procedures. The school actively encourages and welcomes students from a nearby college into school and is an effective provider of initial teacher training.
59. Overall, the school provides an attractive and stimulating environment. The accommodation is well matched to meet the current demands of what is taught. Classroom sizes are appropriate for the current pupil numbers and ages with adequate space for pupils and staff to move around the rooms. The accommodation is adequate for indoor games and physical education and the provision for outdoor activities is appropriate with a large grassed area shared by the junior school in summer. There is satisfactory provision for outdoor play for children in the Foundation Stage and the new conservatory has created extra space that can be used in all weathers. The quality and condition of the indoor accommodation is satisfactory. Pupils' work is effectively displayed in the classrooms and around the school. Parents have recently enhanced the quality of the outdoor accommodation with the addition of well-tended garden areas, all of which they designed and provided for. A tiled mural and a small boat present an interesting focus for visitors approaching the school. A pleasant seating area in the playground has created a quiet area for pupils to sit; however, the hard playing surface holds water after heavy rain and creates large puddles. The maintenance and cleanliness of the premises is good. The library area is a little cramped which makes the storage and display of books difficult.
60. Learning resources are good in most subjects, for example in maths, science and art. They are at least satisfactory in English, religious education, design and technology, and

geography. The range of resources is often good, for example in physical education, and the quantity of resources is sufficient in all areas. Teachers use resources appropriately and they are easily accessible. Most resources match gender and cultural diversity. Where the school has no artefacts of its own, such as in religious education, they are often supplemented with artefacts borrowed from the local authority. The library contains a satisfactory range of books; however, there is a lack of non-fiction books for extended reading throughout the school. The audio and video equipment is adequate. There is good provision for information and communication technology and equipment is often used creatively, as in the reception classes when staff use an overhead projector to create shadows with puppets. Visitors to school enhance the provision for resources as in art, when a sculptor showed a video of his own work and pupils were able to take part in practical experiences.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To develop further the effectiveness of the school and continue to raise standards, the governors, headteacher and staff should:
- continue to raise standards in English at seven years by:
 - improving levels of achievement in pupils' writing;
 - providing a greater range of opportunities for extended writing in other subjects;
 - ensuring a consistent approach to the teaching of handwriting across the school;
 - improving the range and number of non-fiction books in the library;
paragraphs 1-3, 17, 59-60, 74-78 and 82
 - continue to raise standards in mathematics at seven years by:
 - improving pupils' mental arithmetic and computational skills;
 - providing a greater level of challenge for more able pupils;
 - implementing the National Numeracy Strategy more effectively across the school;
paragraphs 1-3 and 83-85
 - raise the levels of pupils' attendance;
paragraphs 13 and 44
 - implement a strategic plan for the long-term development of the school.
paragraph 55
62. In addition to the key issues above, the following less important areas for improvement should be considered for inclusion in the action plan:
- develop appropriate procedures for assessing pupils' achievements in the foundation subjects.
paragraph 43

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
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
Number	0	6	13	12	2	0	0
Percentage	0	18	40	36	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	185
Number of full-time pupils known to be eligible for free school meals	42

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	57

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	44
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	8.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	37	29	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	30	27
	Girls	16	25	20
	Total	41	55	47
Percentage of pupils at NC level 2 or above	School	62 (67)	83 (75)	71 (79)
	National	84 (83)	86 (84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	30	31
	Girls	23	21	26
	Total	51	51	57
Percentage of pupils at NC level 2 or above	School	77 (75)	77 (81)	86 (79)
	National	85 (84)	89 (88)	89 (88)

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	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	135
Any other minority ethnic group	9

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– YR

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	20.1:1
Average class size	26.4

Education support staff: YR – YR

Total number of education support staff	10
Total aggregate hours worked per week	175

FTE means full-time equivalent.

Financial information

Financial year	2000-1
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	£
Total income	432,999
Total expenditure	419,560
Expenditure per pupil	1,989
Balance brought forward from previous year	11,796
Balance carried forward to next year	25,235

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	12

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 15.5%

Number of questionnaires sent out	207
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	47	47	3	0	3
Behaviour in the school is good.	47	47	3	0	0
My child gets the right amount of work to do at home.	38	41	13	0	6
The teaching is good.	66	31	0	0	3
I am kept well informed about how my child is getting on.	63	22	9	0	6
I would feel comfortable about approaching the school with questions or a problem.	81	16	0	0	3
The school expects my child to work hard and achieve his or her best.	63	31	0	0	6
The school works closely with parents.	63	31	6	0	0
The school is well led and managed.	78	19	0	0	3
The school is helping my child become mature and responsible.	72	22	0	0	6
The school provides an interesting range of activities outside lessons.	28	16	16	9	25

Not all the totals equal 100 because not all parents felt able to answer all the questions.

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

63. Children come into the reception classes at the start of the autumn term. Provision is full-time for those children who are five during this term and mornings only for the younger children. Depending on when these younger children are five they then receive full-time provision at the start of the spring or summer terms. Most children attend a local playgroup before coming to school; some attend day nurseries and some children do not receive any pre-school provision.
64. The children's level of attainment varies considerably on entry into the reception classes. It is, for the majority, well below that which would normally be expected in all the areas of learning for children of a similar age. Good assessment of the children's attainment on entry into the school by the reception teachers confirms this. This data identifies a significant number of children who have very limited knowledge and understanding of language and number and poorly developed personal and social skills. However, the children benefit from good teaching combined with a very well planned curriculum that is informed by good assessment information. This enables all children to make good progress in communication, language and literacy skills, mathematical development and their knowledge and understanding of the world. Progress is very good in personal and social development and nearly all children will achieve the early learning goals in this area of learning by the end of the reception year. This rapid progress in this very important area of the children's development is providing a very strong foundation for learning both now and in Year 1.
65. The school identified the need to improve the quality of provision for these children through its effective monitoring programme. As a result, it appointed an experienced part-time manager for the Foundation Stage and implemented a clear programme of action at the start of the term of inspection. Planning for these children is now effectively based around the six areas of learning for children under five. The school places a specific focus on the development of the children's communication skills and personal and social development.
66. Inspection evidence clearly indicates that the school has already made much improvement this term. As a result, provision for children under five, including those with special educational needs, is now very good and a significant strength of the school.

Personal and social development

67. Provision for personal and social development is very good. As a result, all children in both classes are making very good progress in these important skills and most will achieve the early learning goals in this area of learning by the end of the reception year. Inspection evidence confirms that most children have begun to establish positive relationships with each other and the adults that work with them. Nearly all are learning to concentrate for a reasonable length of time. Most watch quietly while others are having their say and nearly all hold up their hand to make a contribution to class or group discussions. They all play happily with each other and willingly involve others in their play; for instance, new children are quickly accepted by others around them. The Foundation Stage manager and reception teachers provide a wide range of stimulating experiences for children to participate in. These activities provide a wealth of opportunities for participation in role-play situations such as acting out a familiar story by using small figures in a toy landscape or looking for stars in the darkened role-play area. All children learn to take turns during class 'circle time' and 'fruit time'. For example, all children waited patiently for the pieces of star fruit to be passed around the circle.

Activities like this provide very good opportunities for children to learn to take turns when they speak and, as a result, nearly all children raise their hand to speak in these sessions. Many now make their own choices in both classes about 'free activities', such as painting, drawing and playing in the role-play area; thus learning to form constructive relationships with each other and with adults.

Communication, language and literacy

68. There is good provision for communication, language and literacy. Children are making very good progress in their speaking and listening skills because of a specific focus in developing their communication skills. All children are also making good progress in their early reading and writing skills. Despite the good progress being made in these literacy skills, the overall attainment of these children will be below average by the time they start Year 1. All teachers in both classes teach the basic skills well and children listen attentively to each other during discussions. Their speaking and listening skills develop well and several children are quite confident in talking to each other and adults. Many respond willingly to instructions. Younger children interact positively with each other in various role-play activities, for example, in 'writing' a Christmas card at the class post office. All children are interested in books and enjoy looking at the pictures. They display a keen interest in their contents as seen at the start of the school day when they pore through the books in the class library boxes, handling the pages with care. The highest attaining children are making a good start in learning the sounds and names of many letters. They know that the text flows from left to right and can retell simple stories by referring to the pictures.
69. Some children write several letters of their name and read these to an adult. Many children recognise and locate their name on the class registration boards. Teachers and support staff provide good opportunities for children to practise and develop basic writing skills. They are beginning to explore the shapes of letters. Most children are learning that their writing conveys meaning and are pleased to share what they have written with their teachers. All of this has a positive impact on learning and attainment and is providing a sound basis for the development of literacy skills in Year 1.

Mathematical development

70. Provision is good and children make good progress. All children gain experience of working with number and two-dimensional shapes in both reception classes. For example, they learn to count the days of the week and numbers to five by singing nursery rhymes. Teachers provide good opportunities for children to explore the concept of addition by playing a game of 'one more' by cutting a star fruit into pieces. Practical activities such as this are providing good opportunities for all children to explore numbers and challenge the more able with addition up to seven. Some of these children are able to count to 10 with adult support when they are counting the number of children present in the session. Many children are developing a good understanding of different shapes such as triangles and squares and some can recognise solid shapes such as cubes. As a result of this good teaching and provision, all children make good gains in their learning so that, by the end of the reception year, standards are just below what is expected.

Knowledge and understanding of the world

71. Provision is very good and through the variety of experiences and practical activities provided, children make good progress in this area of learning. All children are gaining a greater insight into the modern world around them by experiencing a wide range of opportunities such as looking at spectacular crystals with a magnifying glass. As a result, children display a strong sense of awe and wonder about the things they observe as they handle these beautiful objects with great care on the 'Light' interest table. Play inside

provides them with good opportunities to build imaginative constructions with plastic construction equipment. Children carefully manipulate simple animations on the computer screen with the 'rollerball' mouse. The quality of teaching seen in this area of learning is very good overall. For instance, in a lesson to develop the older children's understanding of light and shadow the teacher imaginatively used an overhead projector to illustrate the concept. This provided an exciting activity and higher attaining children commented on the patterns of light observed. A wealth of displays and activity areas provide plenty of interest for the children and further support this area of learning. This was very effective with the use of Christmas tree lights to create an exciting atmosphere for learning. Teachers provide good opportunities for the children to make their own Christmas cards. They use glue and sticky tape to join shapes to make stars and rockets for their space project. Photographs in the class illustrate the breadth of children's experience of their local environment. Most children will have achieved the early learning goals for this area of learning by the end of the reception year.

Physical development

72. Provision for physical development is good and children make good progress. They gain confidence and control in physical movement through a range of interesting activities. This helps them to work together in an effective and safe manner. They play with large toys in the outdoor play area and use a range of simple tools such as scissors to cut pieces of paper and card. They use strong push and pull movements as they learn to manipulate pencils and brushes. The accommodation in the reception classes is of good quality and the secure outdoor area is an improvement on the facilities criticised in the previous report. The school has substantially enhanced these facilities with the construction of a conservatory area. This area provides good opportunities for physical play both during fine and inclement weather, as experienced on several occasions during this inspection. Movement and dance lessons in the school hall further enhance this provision for children's physical development. Scrutiny of teachers' planning and the observation of some opportunities for physical play confirm that these facilities are effectively used. As a result, most children will achieve the early learning goals in physical development by the end of the reception year.

Creative development

73. Provision for creative development is good and children are introduced to a wide range of experiences. As a result of this good provision and good teaching, the children make rapid progress. They use their imagination through art, music and stories. Many of their paintings illustrate their understanding of how to mix colours and to make new ones. They practise printing block shapes in various shades using sections of a star fruit. Daily role-play provides very good opportunities to extend the children's imagination as they play out the part of family life, successfully promoting gender roles. They enjoy musical activity and can tunefully and enthusiastically sing familiar action songs. Most children will have achieved the early learning goals for this area of learning by the end of reception.

ENGLISH

74. The standards achieved by the pupils currently at the end of Year 2 are below national expectations for those of a similar age in reading and speaking and listening. Standards are still low in writing. The interim inspection report in 2000 noted that standards were low at seven due to the low expectations of teachers in what the higher attaining pupils could achieve. The newly appointed co-ordinator is providing clear guidance to staff in how to improve standards and this is clearly evident in the good progress pupils in Year 2 are making in their handwriting skills. They also achieve good progress in reading and in communication skills and this is having a positive effect on the overall development of literacy skills.
75. Standards have improved over the last two years and this is consistent with the national trend. Even though several pupils attained the higher level 3 in reading in the 2001 tests there were no pupils attaining at this level in writing. This is well below the national average. When compared with similar schools, standards were well below average in reading and below average in writing. Boys performed significantly better than girls in these tests, but still below the national average. Pupils with special educational needs make good progress. Progress is satisfactory for those pupils for whom English is their second language.
76. Pupils' listening skills at the end of Year 2 are below the national average. Many pupils lack confidence in their use of spoken language, but the planned progression of speaking and listening activities enables all pupils to make good progress overall in their skills of communication and spoken vocabulary. Most pupils listen attentively to staff and peers in almost all whole-class and small-group sessions, for example when listening to the teacher reading a story. However, a few disruptive pupils interrupt the smooth flow of class discussions and this can hinder the overall achievement of all pupils. All teachers make a special effort to use subject specific vocabulary in order to develop the pupils' knowledge and use of words. Pupils clearly demonstrated this in their understanding of a contents page and an index when talking to an inspector about non-fiction books. One higher attaining Year 2 pupil provided a very clear definition of the word glossary and how to use one. Speaking and listening skills also get effective support from imaginative role-play activities. These can involve the 'hot seat' interviewing of a book character such as Mrs Fox, in one lesson played by a student teacher. In this lesson, pupils became totally absorbed in this activity. As a result, many asked very poignant questions of the character about the effect of a building development on her home. Imaginative activities such as this are rapidly developing the pupils' speaking and listening skills and their confidence in being able to communicate their thoughts and feelings.
77. By the end of Year 2, pupils' reading is below the national average, but they are making good progress following the recent restructuring of the reading material into bands of equal difficulty. The majority of pupils read simple storybooks aloud and with understanding. Many pupils know and understand appropriate words, such as 'author', 'title' and 'illustrator'. Most use letter sounds well to read unfamiliar words; they recognise familiar words and read accurately from simple texts. Higher-attaining pupils are beginning to read with a degree of intonation and can predict what will happen next in the story. Lower attaining pupils, including those with special educational needs, make good progress in learning to read. They look carefully at pictures in their reading books to see if they can get any clues about how the story is developing. Some pupils correct themselves when the reading does not make sense. Many pupils in Year 1 made an unsatisfactory start to reading as reception children in the previous academic year. The establishment of a greater emphasis on early reading skills in the current reception class is starting to re-address the issue. Teachers now teach reading skills more effectively in Year 1 and progress is good, although standards are still at a low level. Many parents

are starting to contribute significantly to pupils' progress in reading and the home-school reading records are used well throughout the school.

78. Standards in writing at the end of Year 2 are still low and well below the national average. Most pupils know that a sentence begins with a capital letter and ends with a full stop, but many frequently forget these points in their writing. Teachers have recognised this and have set targets for groups of pupils to provide a greater focus for improvement. All teachers regularly review these at the start of any writing session and pupils can refer to them on the classroom walls. Teachers provide imaginative activities to assist pupils in their writing. For example, in a very good Year 2 lesson this was supported by the projection of a laptop screen on the whiteboard and text was typed direct on to the screen. This activity ensured that all the pupils could see the sentences being constructed before their very eyes! As a result, these pupils were highly motivated and higher attaining pupils suggested words such as 'petrified' and 'hibernate' to describe Mrs Fox's feelings when writing a letter to a developer who was about to destroy her home. The school has quite rightly targeted the teaching of handwriting as a priority and has recently produced a good policy. As a result of good teaching in Year 2, many pupils are making rapid progress in this essential skill. These teachers effectively model the writing of individual letter shapes and words in regular whole class teaching sessions. This pattern is not wholly repeated in Year 1 and, as a result, progress is only satisfactory overall. Many of these pupils find writing difficult with the result that standards are well below that expected for similar aged pupils. Pupils in Year 2 are beginning to spell simple high frequency words accurately. Teachers use information and communication technology appropriately in lessons and there are some examples of word-processing in pupils' work.
79. Pupils' respond very positively to their work during literacy lessons. Their behaviour is good overall and most sustain interest and concentration throughout the lessons. When this is not the case, teachers and support staff challenge unsatisfactory behaviour, effectively using the school's behaviour code to ensure that all pupils remain focused on the aims of the lesson. All pupils respond particularly well to the teachers who make lessons exciting through imaginative use of resources.
80. The quality of teaching and learning is satisfactory overall, with some very good teaching in Year 2. However, there are some weak aspects of teaching that slows the pupils' progress. For example, planning was not satisfactory and learning intentions were not clear to pupils in a Year 1 lesson on writing a set of instructions. In this case, the worksheet proved too difficult for some pupils and, as a result, they were not able to complete it without considerable unplanned support from a teaching assistant. Strengths in teaching are when teachers have good knowledge of the literacy strategy, share learning objectives with the pupils and manage the pupils very well. This was very effectively demonstrated in a Year 2 writing lesson. As a result, most of these pupils were able to start writing their letter of persuasion to a fictitious developer with confidence. However, the teacher's attention became closely focused on providing guided reading to one group of pupils when it would have been better served providing support to these pupils with their writing. Teachers sometimes use the plenary sessions well to assess pupils' learning, where they encourage pupils to consider how well they have worked. The quality of marking is inconsistent, ranging from very good to unsatisfactory. For instance, most teachers provide pupils with good comments and spelling suggestions to improve the quality of writing. However, some provide little guidance on how to improve and feedback is limited to simple ticks. When teaching is good or very good it has a good impact on pupils' learning because pupils are extending their skills and knowledge. Teaching assistants are well briefed to help pupils effectively and provide very good levels of support in the management of some pupils' challenging behaviour. This level of support ensures that these pupils are fully involved in lessons and their level of achievement is good.

81. Pupils with special educational needs make good progress and get very good support in class from teaching assistants and in small withdrawal groups. Work in lessons is appropriately matched to their needs and linked well to the activities that the other pupils are doing. Individual and small group work reinforces pupils' knowledge of phonics and supports the targets that have been identified for them on their individual education plans.
82. The range of reading resources is satisfactory overall. The range and quality of reading books are good and they have been effectively structured into a good reading scheme. The library is centrally placed, but a little cramped and the number of non-fiction books within it is unsatisfactory for the number of pupils in the school. There are now good assessment procedures in place and teachers consistently use the information gathered to inform their planning and track the progress of individual pupils. The newly appointed co-ordinator has started effectively to monitor the quality of teaching and learning within the school. The school now has the capacity to succeed and raise standards in literacy to the expected levels.

MATHEMATICS

83. Standards at the end of Year 2 are below average. They are better than when the school was inspected by Her Majesty's Inspectors last year. At that time, they were judged to be low overall. There are no significant differences in the attainment of boys and girls. Overall, progress across the school is satisfactory. Pupils with special educational needs get good support and make good progress. Pupils for whom English is an additional language make satisfactory progress.
84. In the 2001 national test results, standards reached by seven-year-olds were well below the national average when compared both with all schools and with similar schools. The analysis of test results shows that a large proportion of pupils do not reach the expected level for their age and, furthermore, the number attaining the higher Level 3 was very low. There are weaknesses in all areas of mathematics, but particularly in using and applying mathematics, and mental mathematics. Standards are not good enough mainly because of the high rate of pupil mobility, high turnover of staff and the above average number of pupils with special educational needs. However, despite these challenges, mathematics is an improving subject, although it is improving at a very slow rate.
85. In Year 2, most pupils can read, write and count numbers to 100 and some beyond. They use various signs such as +, -, and = to record different operations in number sentences. The higher and average attaining pupils order numbers to at least 100 and can extend simple number sequences. Pupils' mental mathematics is unsatisfactory overall. For example, very few pupils recall multiplication facts for the two and 10 times-tables and many are unable to give halves of even numbers up to 20. Most pupils know the names and properties of common two-dimensional shapes. However, they are not always sure of the names and properties of three-dimensional shapes. Although many pupils solve simple problems involving money, they are less secure in making appropriate use of mathematical language when discussing their work.
86. The quality of teaching and learning is satisfactory overall, although there was also one good lesson in a Year 2 class. No unsatisfactory teaching was observed during the inspection. Teachers now provide pupils with more opportunities for practical and investigative work than was the case when Her Majesty's Inspectors inspected the school last year. Examples of this were seen in lessons across Years 1 and 2. Teachers have a satisfactory knowledge of the subject and their planning is detailed, with all of them following the three-part lesson structure as recommended by the National Numeracy Strategy. Teachers' explanations and instructions are generally clear. In a Year 2 class, where teaching was good, instructions and explanations were particularly clear and the

teacher used questions effectively to check and extend pupils' learning. Furthermore, lively and enthusiastic teaching, good involvement of the learning support assistant, and the use of a range of resources and practical activities engaged pupils' interest as they were introduced to finding halves and quarters of different shapes. As a result, pupils made good progress. Weaknesses in teaching occur where the teacher does not use the whole class part of the lesson effectively to engage all pupils in learning. For example, in a Year 1 lesson on helping pupils to understand the need for using standard measures in measuring the lengths of various objects, many pupils got excluded from part of the lesson because the teacher did not match her questions to the varied learning needs in the class. Sometimes the teacher does not make good use of the introductory part of the lesson to prepare pupils for independent work later in the lesson. As a result, the pace of pupils' work slows down and in some cases they either get stuck or start making mistakes in their work. Teachers mark pupils' work regularly, although the quality of marking is varied. Other subjects make some contribution to mathematics. A good example was seen in science where pupils had drawn block graphs to show their favourite types of exercises. Some use of information and communication technology to support mathematics was seen during the inspection week. For example, in a Year 1 lesson, pupils used the 'roamer' to measure different distances.

87. The role of the co-ordinator for mathematics is well developed and she provides good leadership at the level of monitoring and supporting the development of the subject. The curriculum is broad, balanced and relevant. The Framework for Teaching Mathematics supports teachers in carrying out planning and provides a clear structure for consistent progress. The procedures for assessing pupils' attainment and progress are good. Teachers use assessment information well to establish group targets they share with pupils and their parents. Resources are good and teachers use them well.
88. The school has made good progress since the previous inspection. However, there is still a need to raise standards further. To achieve this, all teachers need to extend and challenge the more able pupils more. They also need to ensure that the introductory part of the lesson is made more effective so that all pupils have opportunities to develop their mental and oral skills and are carefully prepared for independent work later in the lesson. Furthermore, teachers should check that all pupils understand what they are doing and receive more opportunities to explain their thinking clearly.

SCIENCE

89. Standards in science are rising and are now nearly in line with national expectations due to good teaching, resources and the benefits of a well planned curriculum. Many pupils, however, continue to have difficulties with recording their own work because of their weak writing skills.
90. Results in the 2001 national tests for seven year olds are below the national average range in the teacher assessments. These have risen since the last inspection when the results for 1998 indicated that standards were well below. When compared to pupils in similar schools, performance in 2001 was average. The findings of this inspection are that the majority of pupils attain standards close to the expected level for their age. This has improved since the visit of Her Majesty's Inspectors who judged standards to be low. There is no significant difference in attainment between boys and girls. In relation to their lower than expected levels of attainment on entry, all pupils, including those with special need, achieve well.
91. Most pupils in Year 2 have a sound knowledge and understanding of each aspect of the science National Curriculum. This is a good improvement since the last inspection when pupils were weaker in their knowledge of materials and their properties and physical processes. As much of their work is practical, most pupils have a sound understanding of

planning and conducting an experiment. With assistance and by using appropriate scientific language, many pupils and especially the higher attainers, ably explain in detail their attempts to melt chocolate. Pupil's oral communication is better than their written work, which does not demonstrate such a secure understanding. Most pupils accurately label the different parts of a plant and from their experiments know that seeds need water and sunlight to grow. They are also aware that the amount of water or light can adversely affect a plant's growth and have used a digital camera to record carefully their group observations. Pupils employ their senses and knowledge appropriately to sort objects into groups according to basic properties, such as hardness, transparency and magnetism. Their investigation of the effects of heat on ice and popcorn provide pupils with a range of interesting activities that deepen their understanding of how everyday materials alter when heated. From their study on sound, pupils identify different types of sound made by different sources, and from their experiments on forces, appreciate that toy cars increase their speed on steeper ramps. In reaching this conclusion, pupils use their numeracy skills to measure distances accurately.

92. The teaching of science is good. Lessons are well resourced, planned and prepared, ensuring that they have a lively pace that maintains pupils' concentration. Practical lessons form the basis of many lessons and these positively support pupils' personal development; as in the light experiment in Year 1 where pupils had to share resources sensibly and take turns patiently to look in the 'dark box'. This strong emphasis on practical work encourages pupils to develop their ability to think scientifically and apply their knowledge and understanding. The teaching of the basic skills is good. Teachers make good use of most opportunities to reinforce pupils' literacy and numeracy skills. Pupils have to follow verbal instructions and record their work; at times, they are given an example or a table to help them record their results. Most teachers use particularly good questioning skills to draw knowledge and understanding from pupils on which to base new learning. High expectations also mean that they frequently offer further challenge, especially to the high attainers. In the Year 2 lesson on melting chocolate, probing questions by the teacher encouraged pupils to explain how they would conduct their experiment while keeping it fair by identifying the constants and the variables. Teachers make good use of teaching assistants who normally work with groups of low attaining pupils. Because of the effective use of the 'tracking sheet', these pupils are fully included in all aspects of the lesson and achieve well. Teachers clearly share the aim of the lesson so pupils know what is expected from them. This is returned to at the end of the lessons so that teachers can assess how well pupils have learnt and use this to plan the next stage in their learning. Teachers regularly mark pupils' work. However, the marking does not explicitly or consistently suggest ways in which pupils can improve their work so they are not always very knowledgeable about their own learning.
93. The subject is effectively co-ordinated. Although the co-ordinator has not yet observed any teaching, she makes good use of monitoring teachers' planning and pupils' work to help evaluate the quality of teaching and learning. This information has already informed decisions on a reorganisation of national guidance, so that it better meets the needs of pupils in Year 2. Assessment procedures are adequate and help to assess pupils' attainment or buy resources. They have not been applied consistently across the school. A newly introduced and more rigorous approach to assessing pupils' attainment should, in time, provide valuable information to monitor and support pupils' learning. A yearly science week and regular visits to local places such as farms and science centres help to enrich pupils' scientific experiences.

ART AND DESIGN

94. Standards in art and design are in line with national expectations by the age of seven. The school has maintained the standards noted at the time of the last inspection. All pupils make good progress because of the good teaching they receive and a series of enriched learning opportunities they experience.
95. The careful teaching of specific skills, such as shading, and the progressive refinement of these skills from 'meaningful scribbles' in reception to recognisable skipping ropes and leaves by the age of seven is demonstrated in pupils' sketch books. The self-portraits in Year 1's class gallery have perspective and the careful choice of materials and shading techniques produce a reasonable likeness. During the course of a year, pupils work with a wide range of materials such as watercolours to paint insects and a variety of textured materials to suitably reflect the natural world in their three-dimensional collage work.
96. The good teaching of art enables pupils to make better than expected progress. Teachers' subject knowledge and understanding provide a strong focus in many lessons that centre upon the teaching of specific skills such as observation as well as artistic appreciation. Because of this, pupils in Year 1 think carefully about different materials to use in their collage work and those in Year 2 make considered choices of whether to use pastels or chalk for their self-portraits. Carefully sequenced lessons build upon pupils' prior experiences thus giving them the confidence to 'have a go' and refine their skills. Lessons have a good pace so that pupils concentrate well and are both productive and creative. Teachers make good use of carpet sessions at the end of the lessons to review learning and appraise pupils' work. For instance, a period of reflection at the end of a lesson on portraits encouraged all pupils to evaluate effectively their own efforts and those of others. The Year 1 teacher's tactful questions and praise were directed towards all pupils, thus acknowledging their success as well as skilfully guiding them towards further improvements and setting higher expectations. The use of teachers to support low attaining pupils facilitates their inclusion in all aspects of the lesson so that they enjoy their work and make good progress. Relationships between adults and pupils in class are good and the respect this fosters helps pupils behave well. For those who find this more difficult, teachers use the 'Golden Rules' well so that in most instances lessons are calm and purposeful.
97. Leadership and management of the subject are sound. The school makes good use of national guidance to ensure that all pupils benefit from a series of structured experiences. Plentiful and good quality resources help enrich the lessons and promote good progress and higher standards. The well-organised 'Art Week' that involved a range of artistic experiences for the whole school, including a resident artist, added further to the quality of all pupils' opportunities. Although sketchbooks act as a record to monitor pupils' progress, the portfolio of work is unfinished and there is no guidance or procedures on assessment or formalised methods by which to assess the quality of teaching.

DESIGN AND TECHNOLOGY

98. There were no judgements made about this subject at the time of the last inspection and so it is not to make comparisons with the previous report. All pupils currently make good progress and achieve standards that are in line with national expectations by the age of seven. This is due to the fun activities chosen which provide good opportunities through which pupils explore the design and make process.
99. The school had focused on design and technology during the first half of the term and, therefore, there were no lessons in the week of the inspection. Year 2 pupils, however, spoke enthusiastically about the making of their finger puppets and described in detail the brief of making an animal finger puppet out of material. They all spoke knowingly about

the importance of colour in their designs, explaining why brown and white colours are suitable for a dog while purple is better for a tyrannosaurus rex. Pupils compared the mock up with the finished article and expressed their pleasure in their work, but also the difficulty that a few had in stitching. The discussion also elicited their considered evaluations of how they would make their puppets again by using less glue, or by revising their initial designs and mock ups to make the process easier. All pupils showed a good level of maturity in discussing why they thought the orange and black stripes of the tiger were so effective and why they thought that this was the 'best'. Pupils record their work in design books, but it does not reflect the same depth of understanding or knowledge demonstrated in their oral work because of weak writing skills.

100. The leadership and management of the subject are satisfactory. The new school policy and whole school planning and organisation initiated by the co-ordinator are instrumental in ensuring pupils have a series of well-planned activities that develop their skills and ideas. There is adequate monitoring of pupils' work through teachers' planning and scrutiny of the finished product, but there have been no direct observations of teaching. The planned introduction of a new assessment procedure, based on current national guidance, should provide invaluable information to teachers to inform their planning.

GEOGRAPHY AND HISTORY

101. Owing to the school's cycle of teaching topics, it was possible to see only two lessons; a geography lesson in a Year 2 class and history in a Year 1 class. Analysis of the very limited amount of pupils' previous work, school documentation and discussions with a sample of Year 2 pupils provided further evidence. This evidence indicates that standards in both subjects are in line with national expectations at the end of Year 2 and that pupils make satisfactory progress. These findings are in line with the judgements of the previous inspection.
102. In geography, pupils in Year 2 talk about some of the physical and human features of the locality of the school. They express views on their locality as they discuss what they like or do not like about it. They use geographical terms for directions when they talk about getting from one place to another. In their current work on 'environment and recycling', very good teaching in a Year 2 class is helping pupils to deepen their understanding of why the environment needs protecting. It is also providing them with the opportunity to express their views on the environment and to offer ideas on different ways of informing people about how they can protect it, for example, through posters, television programmes or an advertisement in a newspaper.
103. In history, pupils in Year 1 identify and describe some of the differences between old and new toys and talk about how toys have changed over time. They make appropriate use of words and phrases about the passing of time and begin to communicate their understanding of the past through drawings and simple writing. By the end of Year 2, pupils demonstrate satisfactory knowledge and understanding of aspects of history which they have studied in the past, for example the 'Norman Invasion' and 'castle life'. They discuss the reasons for, and the results of, the Battle of Hastings. Pupils show an emerging sense of chronology and know about sources of information such as museums, books and video films, which can be used to study the past.
104. With only one lesson seen in each subject, there is insufficient evidence to make a judgement on the quality of teaching across the school. However, in the lessons observed, teaching was very good in the geography lesson and satisfactory in the history lesson. Pupils have good attitudes to both subjects.
105. Resources are satisfactory in geography, but good in history. The arrangements for assessing pupils' progress and attainment are underdeveloped. The co-ordinator has a

sound understanding of her role and manages the subject satisfactorily. The curriculum is broad, balanced and relevant in both subjects. There is some good enrichment of the curriculum through visits, visitors and using the community as a resource for learning. For example, as part of their history topic on 'How are our toys different from those in the past?', Year 1 pupils have had the opportunity of listening to a lady talk about her 70 year old toy. Year 2 pupils have visited Bodiam Castle to enhance their understanding of their history topic. In geography, the younger pupils have walked around the school to deepen their understanding of their locality. Year 2 pupils are currently taking part in a poster competition being run by Eastbourne Borough Council and related to their current topic. Since this is giving them the opportunity to prepare posters for a real purpose and audience, it is having a very positive effect on their interest and motivation in this task.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. Pupils achieve well in relation to their prior attainment and reach standards that are in line with national expectations by the age of seven due to carefully planned activities and the use of a variety of resources. The school has maintained standards since the time of the last inspection.
107. Pupils have a good knowledge of how information and communication technology is used in the world around them. They talk confidently about digital cameras, the web and remote controls. With a reasonable degree of accuracy, most pupils in Year 1 use their numeracy skills to estimate the distance and size of turns that a programmable floor robot will need to take to complete a predestined route. Most pupils are knowledgeable about the different tools in a graphics program. They thoughtfully use the paintbrush, filler and spray tools as well as different colours to create geography posters on taking care of the environment. Word processing skills and mouse control are satisfactory. Pupils confidently, but slowly, type out their work making use of editing tools and sometimes different fonts.
108. Teaching is satisfactory, with some good elements. The use of short and sharply focused lessons to introduce a specific skill results in the steady acquisition of skills. During the week, pupils follow class rotas and take turns on the computer, practising and developing the skills. For example, the introduction of the text icon to Year 2 pupils during the week of the inspection introduced all pupils to a new computer skill, as well as helping the development of their literacy skills, with the typing in of a slogan into their geography poster. Through some good questions and demonstrations, teachers recap clearly on what pupils have learnt before, thus reinforcing their learning. They then quickly move on to something new. In most cases they use resources well. For example, they use the digital projector so that the whole class can clearly see the computer screen. Teachers, with support from teacher assistants, provide good care to all pupils, but particularly those who have difficulty concentrating. Therefore, all pupils are included in lessons, all achieve well and behaviour is acceptable. In most cases, teachers' knowledge and understanding are secure and they clearly explain the task to be undertaken. On a few occasions, however, teachers' limited knowledge of a few of the programs lessens the impact of the lesson.
109. The co-ordination of the subject is very good. The co-ordinator's knowledge and understanding of computers helps to inspire other teachers to use them. She is thinking creatively about new assessment procedures, as current practices are non-existent. The school has yet to complete the training provided by the National Opportunities Fund, and it hopes that this will increase staff knowledge and confidence even further. The well-planned curriculum encourages pupils to use their skills in other subjects such as geography and mathematics. In addition, the school takes great care to choose effective ways to introduce new technology so that pupils experience a very real buzz of excitement and curiosity. For example, pupils dubbed the use of the infrared mouse and

keyboard as 'magic' until reality was carefully explained and demonstrated. Resources are good and teachers use them well. Plans to increase the number of computers are well advanced. The emphasis is on versatility and good value for money.

MUSIC

110. Only two lessons were seen during the inspection. Judgements are based on the observation of these lessons, listening to the pupils singing during assemblies and discussions with the subject co-ordinator. Pupils throughout the school are attaining standards in line with the national expectations for those of similar age. This is similar to the findings of the previous inspection. The introduction of a structured scheme of work is providing a good framework for teachers to use as a reference point for their planning.
111. The quality of teaching and learning is satisfactory across the school. As a result, pupils of all abilities, including those with special educational needs, make appropriate progress in lessons and standards are in line with national expectations. Many pupils in the Year 2 lesson seen were able to clap to a pre-determined pulse provided by the teacher. She made good use of Saint-Saëns's 'Carnival of the Animals' to stimulate the pupils' imagination and develop their listening skills. These pupils responded well to the teacher's instruction in using hand gestures to represent long and short notes as part of their work on duration. Finally, most of these pupils could choose an individual instrument from the trolley to represent natural sounds such as a woodpecker or stepping on twigs in the forest. Pupils in Year 1 are beginning to develop a good sense of rhythm by using various parts of their bodies to perform in unison with their teacher to create a 'sound story'. Pupils are responding well to music making. The quality of singing in assemblies is satisfactory and they sing songs with feeling.
112. The curriculum co-ordinator provides clear direction for the management of this subject. She provides good levels of support for other staff to ensure that music is having a higher profile within the school. The use of visiting musicians to the school is clearly developing the pupils' knowledge of other instruments such as percussion. The quality and range of resources within the school are good overall and they are stored effectively in the hall and in the classrooms.

PHYSICAL EDUCATION

113. Only two lessons in physical education were seen during the inspection. Judgements are based on the observation of these lessons and discussions with the subject co-ordinator. Standards are in line with national expectations for seven year olds. This is similar to the findings of the previous inspection. Pupils with special educational needs are making satisfactory progress in their physical development and control.
114. No overall judgement can be made on the quality of teaching, but variations in quality were observed in the two lessons seen. They ranged from very good in a dance lesson for Year 2 pupils to unsatisfactory for a Year 1 indoor games lesson. The pupils and teachers all dressed smartly and appropriately for these lessons setting good standards for healthy activity. There was good provision in both lessons for warming up and stretching muscles in preparation for physical activity. Very good use of a tambourine in the Year 2 lesson provided an effective method for maintaining control of this activity. In this very good lesson, the teacher's detailed planning clearly identified aims and objectives for the lesson. Good subject knowledge enabled the teacher effectively to demonstrate a range of positions to convey the movements of a clockwork toy. Pupils responded very well to this and, as a result, many could demonstrate a range of imaginative positions and movements. They then used these effectively in co-operative work to produce a performance in front of their fellow pupils. Higher attaining pupils

responded very well to this and produced some high quality work. Good levels of praise motivated all of these pupils and helped them to improve their skills.

115. In the lesson for Year 1 pupils the teacher's planning was less secure and, as a result, some elements of the lesson were not as successful as they could have been because one activity proved too difficult. This resulted in too much time being spent in the explanation of the hoop spinning game and an element of frustration amongst pupils developed. However, the pupils responded well to the practical activities even though they lacked the necessary skills to participate fully in the suggested games. As a result, they were able to develop their skills appropriately in bouncing or dribbling a ball around their partner.
116. The overall management of the subject is satisfactory but the monitoring of standards has been limited in the past. The newly appointed subject co-ordinator, however, has a clear view of the improvements needed for further development. There is a good range of resources available and the provision for outdoor activity is good.

RELIGIOUS EDUCATION

117. Judgements are based on the observation of two lessons, analysis of a very limited amount of pupils' previous work, scrutiny of teachers' plans and discussions with a sample of Year 2 pupils. Standards are in line with the expectations of the locally agreed syllabus in the infant classes. These standards cannot be compared with those of the previous inspection because there was no clear judgement on standards at that time. Pupils with special education needs make good progress across Years 1 and 2.
118. Year 1 pupils make a sound start in religious education. As part of their work on 'celebrations', they describe their own feelings and experiences, and those of others, when giving and receiving gifts. They understand the concept of a precious gift, which may not cost anything, but will make people happy. By Year 2, pupils talk confidently about their feelings and emotions; for example what makes them happy or sad. They demonstrate good knowledge of the times of the year which are special to them and why and how they are celebrated, such as Advent, Christmas, Easter and New Year's Day. They talk about people who are important to them and whom they can trust. Pupils talk about God in a general way and the role played by Him in their lives. Although pupils' knowledge and understanding of other religions is limited, they are developing positive attitudes towards them.
119. With only two lessons seen, there is insufficient evidence to make a judgement on the quality of teaching and learning across the school. However, in the lessons seen, it was good in one lesson and satisfactory in the other. Pupils have good attitudes to religious education.
120. The religious education curriculum is broad, balanced and relevant, and meets the statutory requirements of the agreed syllabus. It makes a good contribution to pupils' personal, including spiritual and moral, development. The quality and range of resources in religious education is satisfactory, although the school recognises the need to stock more artefacts. This is an improvement on the previous inspection when the subject was under-resourced. The arrangements for assessment are currently unsatisfactory, but the school is in the process of improving them. The co-ordinator has a sound understanding of her role and manages the subject satisfactorily. The provision for enriching the subject by visitors to the school and pupils visiting different places of worship is good.