

INSPECTION REPORT

**BURWASH CHURCH OF ENGLAND PRIMARY
SCHOOL**

Burwash, Etchingam

LEA area: East Sussex

Unique reference number: 114492

Headteacher: Mrs Frances Robinson

Reporting inspector: Catherine Shirley
17811

Dates of inspection: 18-20 February 2002

Inspection number: 243625

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 and Junior School

School category: Voluntary Controlled

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: School Hill
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East Sussex

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Appropriate authority: The Governing Body

Name of chair of governors: Lady Sanderson

Date of previous inspection: 16-19 June 1997

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17811	Catherine Shirley	Registered inspector	Mathematics Geography History Foundation stage Equal opportunities	How high are standards? – the school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9121	Heather Danpure	Lay inspector		How high are standards? - pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23543	Richard James	Team inspector	Science Information and communication technology Design & technology Art Physical Education	How good are curricular and other opportunities offered to pupils?
16084	Margaret Coussins	Team inspector	English Music Religious education Special educational needs English as an additional language	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Burwash is a Voluntary Controlled Church of England School for girls and boys aged between four and eleven. There has been a drop of 40 pupils since the last inspection and currently there are 100 pupils on roll organised into four classes. All except the children in the Reception class are in mixed aged classes, which vary significantly in size. Pupils start part-time and this term there are five pupils attending part-time out of the 17 in the Reception class. There is private pre-school provision that operates from one of the two spare classrooms in the school and offers 18 places for children aged between two and half and four, with good links between it and the Reception class. The school serves a mixed area. Most children come from a background that values education and encourages learning, with pupils starting school generally better prepared to learn than many nationally. Attainment of children on entry is above the national average.

The school is situated at the eastern end of the village alongside the parish church and the majority of pupils come from a broad spread of backgrounds in Burwash. Many of the houses are owner-occupied and there are also three small estates consisting of housing association properties in the village. While the school roll has been sustained overall in recent years, there was a ten per cent turnover of pupils during the last academic year. There is often high pupil mobility and in some year groups as much as 80 per cent of pupils did not spend the whole of their primary career in Burwash School. There are 18 pupils on the register of special educational needs but, at present, none has a statement of special educational need. Both these levels are below the national average. Eight per cent of pupils are known to be eligible for free school meals, which is well below the national average. There is an even balance between boys and girls in all classes, most of whom have a white UK heritage background. Three pupils have English as an additional language, though none are at an early stage of learning English.

HOW GOOD THE SCHOOL IS

Burwash Church of England Primary School is a good school. The leadership of the school is very effective and results in pupils reaching good standards in their work and very good behaviour. The quality of teaching is good throughout all classes, the provision for pupils' personal development is very good and the pupils display very good attitudes towards their learning. The school provides good value for money.

What the school does well

- Standards of work in English, mathematics and science are good.
- Pupils make good progress in their learning as a result of the good teaching.
- Pupils work well together and show a high level of maturity, responsibility and care for others.
- Pupils' behaviour is very good and they are eager to learn.
- The professional leadership by the headteacher and other staff, excellent staff relationships and strong commitment to the school lead to high standards.
- Care for pupils' welfare and safety is very good.

What could be improved

- Spelling and handwriting.
- Planning the coverage of the curriculum.
- Opportunities for pupils to work more independently.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and, overall, progress in addressing the four key issues has been very good. The school has raised the quality of teaching and improved the attainment and progress of pupils in all subjects, but especially in the core subjects of English, mathematics, science and information technology. There is now effective leadership by all with management responsibilities and assessment practice has improved significantly. Progress in the fourth key issue has been good and there are now wider opportunities for parents to feel able and welcome to work in partnership with the school to support pupils' education.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	B	E	A	A
Mathematics	B	E	B	C
Science	C	E	A*	B

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

Standards in English, mathematics and science are above average. Pupils make good progress and are doing especially well by the time they leave the school. Standards in all other subjects of the curriculum are in line with those expected nationally. The school has made significant improvements to its standards since the last inspection and in its SATs results over the last four years. National comparisons are unreliable when the groups of pupils taking the tests are as small as they are at Burwash. However, the data indicates that the school compares well nationally and against similar schools.

The standards in speaking and listening are well above average. While some pupils spell correctly and present their work well, there are weaknesses in spelling, handwriting and presentation of work in all classes. The school has set targets of 71 per cent for 2002, which are lower than those it set for English and mathematics last year. In 2001, the school reached its English targets but not those for mathematics. The small numbers of pupils, uneven year group sizes and variations in the levels of special educational needs account for the fluctuations in the school's targets and results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good and they are eager to learn.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Relationships are very good. Pupils are caring and considerate and welcome responsibility.
Attendance	Good.

The strong ethos, very good relationships and high levels of mutual respect shown by all in the school ensure very good provision and outcomes for pupils' development. Pupils exhibit a high degree of responsibility and independence with their work when given the opportunity.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 - 2	Years 3 - 6
Lessons seen overall	Good	Good	Good

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

The quality of teaching is good throughout the school and learning support assistants very ably support pupils in their learning. The teaching methods employed are good, explanations are very clear and learning objectives in lessons are specific and appropriate. There is very effective management of pupils by all adults. Pupils are encouraged to work in pairs and groups on a very regular basis and, as a result, their interpersonal and co-operative skills are very good. There are some good examples of effective marking of work but marking is not always based on the learning objective for the lesson or it is overly positive.

The needs of all pupils are met effectively, including those with special educational needs and those for whom English is an additional language. Literacy, numeracy and information and communication technology are taught effectively, though these skills could be utilised by pupils more often to support their work in other subjects. The pupils are very keen to learn and confidently apply themselves well in class. Teachers' expectations are generally high and, as a result, the quality of pupils' learning is good. However, teachers provide insufficient opportunities for pupils to take the initiative in planning aspects of their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It covers all National Curriculum subjects, religious education and personal, social and health education. A good range of activities is provided outside the school day.
Provision for pupils with special educational needs	Provision for all pupils with special educational needs is very good and the school is already implementing the new Code of Practice.
Provision for pupils with English as an additional language	Good. The few pupils learning English speak confidently in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' social and moral development and satisfactory provision for their cultural and spiritual development.
How well the school cares for its pupils	Very good and this is a strength of the school.

The school's partnership with parents is good and there is a very good range of meetings to inform parents about the curriculum. There is a high level of care for pupils' welfare and adults are sensitive to their needs.

The curriculum meets all statutory requirements. Planning the curriculum more closely to the National Curriculum programmes of study and in the Reception class to the Early Learning Goals would improve further the quality of the whole curriculum. Systematic programmes of work for handwriting and spelling would provide the necessary support for teachers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good and other staff fulfil their responsibilities effectively.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory role effectively and provides good support for school improvement.
The school's evaluation of its performance	Priorities for improvement are appropriate and the school regularly evaluates its own performance very well.
The strategic use of resources	Staff are used very effectively to support pupils' learning. Generally, the accommodation and curriculum resources are used well.

The leadership at all levels is strong. Staff are skilled in supporting pupils' learning and receive good support from colleagues that enables them to do their job well. Learning resources are good, though the library is under-used for independent research by pupils. Information and communication technology (ICT) is used to very good effect in supporting school administration and record keeping. Pupils' special educational needs are identified promptly and met effectively. The building is very well maintained and provides an excellent learning environment. All decisions are evaluated carefully and the budget is spent wisely. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school. • Their children are expected to work hard and they make good progress. • Teaching is good. • Behaviour is good. • The right amount of homework is given. • They can approach the school with concerns. • Children learn to be mature and responsible. • The range of activities outside lessons. • The school is well led. 	<ul style="list-style-type: none"> • The school working more closely with them. • Information on how their child is getting on.

The inspection team supports the views of parents and endorses all the positive aspects. The school has made great strides in developing its partnership with parents. It provides information about the curriculum and makes good use of parental expertise and support. Parents have good opportunities to talk to teachers, but the annual reports should provide more detail about their child's progress and what needs to be done next to improve achievement still further.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school had small cohorts of pupils in Year 2 and Year 6 last year, so national comparisons should be treated with caution. The 2001 SATs results for Key Stage 2 show that standards of attainment in English and science are well above the national average and are above in mathematics when comparing the average points scored by pupils. In science, the school is in the top five per cent of schools nationally when comparing the percentage of pupils reaching level 4 or above. The SATs results in Burwash school compare favourably with similar schools, with its performance in English tests well above average, above average in science and close to the average in mathematics. Its performance over the last four years overall has improved, though the trend in the school was below the national trend. Results show that the more able pupils at the school do well and there are no significant differences between the performance of girls and boys.
2. The group of pupils who took the 2001 SATs assessments in Key Stage 1 was very small. The results were good, though national comparisons are difficult. In reading, the results showed pupils' performance was within the top five per cent nationally, in writing they were above average and well above in mathematics. Standards compare very well with similar schools in reading and the school's performance was high. In writing and mathematics comparisons with similar schools show the results to be close to the average and all pupils achieved level 2 or above. Over the last three years girls have done better than boys in reading and writing. More able pupils do better in reading than writing and the percentage of pupils attaining higher levels in writing was below the national average. Teacher assessment judged pupils' performance in science to be well above the national expectation.
3. Standards of work are above average in English at Key Stage 2 and in line at Key Stage 1. In mathematics and science standards are above average. Opportunities for pupils to speak and to listen are key parts of every lesson and, as a result, standards are very good and pupils show a high degree of confidence in their ability to articulate clearly. In the Reception class pupils' vocabulary is increased through good interaction with adults. The quality of handwriting is unsatisfactory in Key Stages 1 and 2, though pupils show they can present well when expected to do so. Pupils are developing good skills in literacy, numeracy and information and communication technology (ICT) which generally underpin the standards in other subjects. For example, Year 6 pupils measured their differing pulse rate after various activities and constructed accurate line graphs. Pupils' literacy skills are developed by the quality of the time given for speaking and listening. However, they are not encouraged to use these as effectively as they might in all other subjects. The standards in all other subjects are in line with those expected nationally. Since the last inspection standards have improved in English, mathematics, science, ICT, geography, history and religious education (RE) and for children under five.
4. The school has set targets of 71 per cent for 2002, which are lower than those set for English and mathematics last year. In 2001, it reached the English targets set but not those for mathematics. The small numbers of pupils, uneven year group sizes and variations in the levels of special educational needs account for the fluctuations in the targets the school sets and in its results. However, the targets it is working towards in

the current year are challenging for the pupils. The above average standards achieved are sufficiently high for the pupils in the school.

5. Throughout the school, both boys and girls, the more able pupils and those with special educational needs make good progress in their learning. In the Reception class, the majority of children are already meeting most of the Early Learning Goals (ELGs) in the Foundation Stage curriculum. They are growing in confidence in all they do and actively seek new experiences, as well as reinforce what they know and can do. In all foundation subjects and RE in Key Stage 1 and Key Stage 2, pupils' work is in line with standards expected nationally. However, pupils are not learning to take decisions about both methods of recording their work and its organisation, which would better equip them to use and apply their knowledge and skills in a sufficiently independent manner.

Pupils' attitudes, values and personal development

6. Pupils' attitudes, behaviour and the relationships between pupils and with staff are very good. They are strength of the school. Pupils are very enthusiastic and very well motivated to learn. For example, during a science investigation to look for small animals in the fields close to the school, the pupils searched really hard and successfully found a good range of species. Pupils really enjoy being at school; a view strongly endorsed by parents. They are caring and considerate of the needs of other pupils and are polite and helpful. Their obvious enjoyment of books is a strength in their learning. Pupils watch attentively while their fellows perform, listen well and readily respond to the teacher's questions. The staff work very well together as a team and are very good role models for pupils. Pupils co-operate and collaborate very effectively and this helps them achieve much better results than they would if working alone.
7. Pupils' behaviour is very good in lessons, at playtimes and around school generally. Even the boisterous activities of some boys in the playground is safe and does not hamper the enjoyment of less active pupils. There is no evidence of oppressive behaviour, including bullying. Pupils know and readily follow the school's golden rules and respond very well to the reward of golden time each Friday. They appreciate the reward systems of housepoints and certificates for their good behaviour and effort.
8. Pupils willingly take on various positions of responsibility. The newly formed School Council is beginning to give pupils an opportunity to have their say about how the school operates and their request for some of them to be trained to help fellow pupils has been accepted. Pupils value the opportunities it provides to raise and discuss issues that concern them. They raise money for charity and learn about caring for those less fortunate than themselves.
9. Attendance has improved since the last inspection and is now good. It is above the national average. A few parents condone absence and some take holidays in term time, although strongly discouraged from doing so. Unauthorised absence has fallen very dramatically this year to almost zero. It is now well below the national average. Punctuality is good with almost all pupils arriving at school before 8.50 am. Registrations are used effectively to build relationships between the pupils and class teacher and set the scene for the morning or afternoon ahead. They have a positive impact on learning.

HOW WELL ARE PUPILS TAUGHT?

10. The quality of teaching is good and there has been a significant improvement since the last inspection. Teachers' lesson planning is good, with work matched to pupils' needs

in a variety of ways. Particularly effective methods of meeting pupils' needs include giving different tasks or equipment, providing extra help from an adult, ensuring they have additional time to complete an activity and posing appropriate questions for the different groups. In one science lesson, pupils in Years 5 and 6 were given a series of short open-ended investigations that enabled them to explore and hypothesise about what they observed. The pupils felt a sense of achievement in using and applying their knowledge in this way and showed that they are capable of a high degree of responsibility and independence. However, there are limited opportunities for pupils to work independently.

11. The teaching methods employed are good and learning objectives for every lesson are specific and appropriate. In all classrooms there is a calm and purposeful working atmosphere, the pace of learning is brisk and pupils complete an appropriate amount of work. Pupils are encouraged to work in pairs and groups on a very regular basis and, as a result, their interpersonal and co-operative skills are very good. Both teachers and learning support assistants are sensitive to pupils needs. They give clear explanations, demonstrate activities, encourage learning with the questions they ask and get pupils to clarify their understanding by explaining it to adults or their peers. Teachers have good knowledge in most subjects and know the pupils well. This ensures they plan tasks that challenge and engage pupils so they concentrate well. Teachers make good use of a wide range of media and resources.
12. Lessons regularly end with a review of the learning. Pupils of all abilities make good progress because teachers track this effectively and individual education plans are used to plan work for those with special educational needs. The learning support assistants are skilled at working with these pupils and provide very good support with intervention groups. Detailed records are kept for pupils with special educational needs and at the end of a lesson any adult who worked with these groups makes a note of what individual pupils have achieved in the lesson. The more able pupils also receive an appropriate level of attention from teachers. However, there is an over-reliance on worksheets, so pupils do not learn to take decisions on how to organise and present their work.
13. The basic skills of literacy, numeracy and ICT are taught well when there are programmes of work in place, though the lack of programmes for teaching handwriting and spelling mean these aspects are not taught systematically and teachers' expectations are not always high enough. Teachers do not always expect a sufficiently high quality of presentation from pupils in their work. Marking of pupils' work is inconsistent. There are some good examples which indicate how pupils can improve their work, for example, in the Year 5/6 class, where the teacher annotates pupils' writing with questions. Mostly, however, marking is not based on the learning objective for the lesson, or it is overly positive. However, pupils do find their individual targets for literacy and their personal development helpful in judging their own progress.

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

14. The curricular provision and guidance for lesson planning have improved since the last inspection. The school now meets the statutory requirements for all subjects of the National Curriculum and the agreed syllabus for RE in full. Sex and drug education are covered in both science and personal, social and health education programmes. The

school's long term plan relies on the national schemes of work and lists of headings and topic titles as the basis for planning the whole curriculum, rather than being based on the National Curriculum Programmes of Study. Pupils have equal access to the curriculum and there are no gender issues.

15. National strategies for teaching literacy and numeracy have been successfully implemented. Although the school has allocated less time to English than the national average, some teaching of it takes place in other areas of the curriculum. Further dedicated English time could address the weaknesses in spelling and handwriting. Some good opportunities for pupils to use their literacy, numeracy and ICT skills are planned but more need to be identified in the school's long term plans to support teaching and learning in the foundation subjects.
16. Good use is made of the local environment and there are very good links with the community. For example, the village and its surrounding area are well used in the teaching of art, design and technology, geography, history and science and these enrich the curriculum. There are regular visits to the parish church and the vicar conducts assemblies in the school on a weekly basis often accompanied by members of the congregation. Older pupils spend a week on a residential trip and visits are regularly planned to Hastings and an environmental centre. These activities provide pupils with opportunities for outdoor and adventurous activities, social development and extension of work in many subjects. The school works well with local schools and the staff running the on-site pre-school provision, as well as having good links with the transfer secondary schools.
17. The school uses authors, poets and artists in residence on a regular basis to further extend its provision for pupils in English and art. Prior to the inspection, the poet Brian Moses had visited the school and worked with all the pupils. The display of pupils' poetry around the school and the work in their books was evidence of the positive impact on pupils' learning from such an event. The range of extra-curricular activities is extensive for a small school. There are sporting activities on offer, including football, cricket, netball, swimming, athletics and stool ball. Pupils have access to a wide range of private instrumental provision. Other activities, including the art club, enrich learning.
18. The Foundation Stage curriculum provides a wide range of learning experiences, introducing children well to school life. Activities planned to support children's personal, social and emotional development are very effective in promoting learning. Communication, language and literacy are also planned well, though sometimes are over-structured. The planning for the children's physical development and the use of the outside learning area is not sufficiently detailed to provide a sequential set of learning steps in this area. On some days, there is an over emphasis on adult direction, rather than a better balance of child-initiated work and teacher-directed work.
19. Provision for the pupils' moral and social development is very good. Pupils are taught the principles of right and wrong, as well as care of property and the school environment, supported by comprehensive provision for personal, social, and health education. Teachers promote discussions to develop a caring and tolerant attitude and the school fosters a sense of community, which promotes equality. The School Council is effective in engaging pupils in the democratic process. Provision for pupils' cultural and spiritual development is satisfactory overall. Within the school's ethos, pupils learn to respect others and be respected. Assemblies promote the school's values and principles and weekly circle times enable pupils to reflect on their actions. Teachers plan for quiet reflection in class assemblies, but this is often too short or

loses its impact. Pupils are provided with good insights into western European culture through English, music and history. Provision for presenting the attitudes, values and traditions of other cultures is less well developed. Links with the church are strong and help to promote the school's ethos. The school makes satisfactory provision for pupils' lives in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

20. Provision for the care and safety of pupils is very good and a strength of the school. The site is very well maintained and provides a clean, safe and a very secure place for pupils to work and play. Procedures for dealing with any child protection incidents follow local guidelines. The headteacher is well qualified and ensures all staff know the correct procedures. Support from outside agencies, including local health professionals when needed, is good. The headteacher oversees the care of pupils very effectively and staff are very sensitive to their needs. The school is good at helping new pupils of all ages settle in well and is very effective in helping them become mature and responsible.
21. There has been significant improvement in the assessment of pupils' progress and attainment since the last inspection. It is now very good, with very effective monitoring of pupils' academic performance in all subjects and a clear and comprehensive policy. Pupils, particularly in Years 5 and 6, are kept well informed about the levels they have achieved in their work. Information about pupils is well documented and the school is developing a good system of recording pupils' achievements year on year. This is used effectively to predict pupils' future attainment and identify pupils needing extension or additional support. The attainment and progress of gifted and talented pupils are not tracked systematically as a group. However, the school is aware of the need to address this.
22. Policy and procedures to promote good behaviour are very effective and implemented consistently. The reinforcement of the golden rules, by focusing on one rule each week, is helpful. The school has good procedures to deal with any unsatisfactory behaviour, including exclusions, where appropriate and weekly circle time provides a good opportunity to reinforce the expectation of good behaviour and deal with any problems relating to behaviour and bullying. Any reported incidents are dealt with promptly using the no-blame approach and parents are happy with the school's response.
23. The monitoring of attendance has improved significantly since the last inspection and procedures are now very good. The recent introduction of a telephone call to parents or carers on the first day of absence, if the absence has not been reported, has been very effective in eliminating all but a few unauthorised absences. The new leaflet for parents giving advice about attendance is a good guide for parents on their statutory responsibility to ensure pupils attend school. The Education Welfare Officer gives good advice and support to the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

24. Parents and the school share a belief in the importance of a strong partnership if children are to be educated effectively. Parents have good opportunities to see teachers after school and at the Friday afternoon drop-in sessions. In addition, the headteacher is out in the playground every morning if anyone wants to speak to her.

Parents report that teachers are good at responding to parents' comments in their child's reading book.

25. It is helpful that there are parents' evenings in both the autumn and spring terms, but the time allocated is short. The quality of pupils' reports continues to be a concern. An identical format for all reports, except for children in the Reception class, does not show parents how their child has progressed from one year to the next. The comments in reports continue to focus on pupils' attitudes and what they can do. They rarely indicate what they need to do to improve further, as they should. This was also a criticism at the last inspection. Reports could be improved significantly if the statements related to the National Curriculum descriptions of the work studied by each year group. Allowing pupils and parents to write comments, recording pupils' positions of responsibility and their current targets on their reports would also be beneficial. Pupils' reports in Year 2 and Year 6 do not include a comment about their SATs results in relation to other pupils in the school, as they should.
26. Parents' views of the school have improved significantly since the last inspection and they are now good overall. In particular, the respondents all agree that teaching is good. Some parents are concerned about the amount of homework; some want less and some more. The amounts stated in the homework policy are appropriate for pupils of these ages. A significant number of parents do not think the school works closely with parents when problems arise. The school does involve parents but it tries to deal comprehensively with the problem within school before contacting them.
27. The school produces a comprehensive prospectus, regular newsletters and a governors' annual report that contains a wealth of information about activities that have taken place in the school during the past year. There is a very good range of meetings for parents to keep them informed about topics such as homework, sex and drugs education. Although the school now provides parents with a list of topics to be studied by each class there is no guidance on what will be studied in English or ICT, limiting the contribution that parents can make to help their child in these subjects. Parents are regularly consulted using questionnaires and their views are taken into account, for example, request for changes to residential trips. The popular open afternoon, in the summer term, focuses on a different subject each year and provides hands-on activities for parents and local people.
28. Parental support for the school is good and attendance at parents' evenings is high. The Parents, Teachers and Friends Association is very supportive and raises a large amount of money to purchase additional resources for the school. Parents willingly help on school visits and their strong commitment enables the after-school swimming club to take place five days a week during the summer term. A small number of parents, and members of the parish, regularly help in school with specific jobs, such as listening to pupils read, helping in the library and cooking and, on occasions, more specific use is made of their knowledge and expertise to help pupils directly in the classroom. Parental support for their child's learning outside school is good and contributes to the standards that pupils' achieve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

29. The school functions very effectively under the very good leadership and management of the headteacher. Systems and procedures in the school are very firmly embedded and understood by everyone, enabling the school to operate smoothly. This is a major improvement since the last inspection. The school makes very good use of ICT to support its efficient operation, in particular, all pupils' records and school policies are

kept in computer files and easily accessible to staff. It gives parents the option of receiving letters and information by e-mail rather than relying simply on 'pupil post'. This efficient organisation allows the headteacher to focus on school's priorities for development, which underpin its key work.

30. The governing body offers good strategic leadership and, along with the staff of the school, is involved in meeting the school's stated aims. Both groups participate in shaping the School Improvement Plan (SIP) which is used to structure discussions in the governing body and staff meetings. As a result, the SIP is a key document and ensures staff and governors are fully involved in identifying priorities, monitoring the school's progress towards addressing them and evaluating outcomes. For example, the two literacy governors have a clear insight into the priorities for English, are actively involved in monitoring the subject and very supportive of the work the school is doing to address the need to develop the quality of writing. At present the SIP is a short term plan covering one year. A longer view of development, more specific criteria for evaluating the impact of developments on pupils and a broad overview of rolling programmes would improve further the quality of school improvement planning. The prospectus and the governors' report do not contain all the required items but otherwise all statutory requirements are met by the governing body and the school.
31. Teachers all undertake a leadership role and are subject co-ordinators. They are efficient and effective in ensuring everyone implements the school's policies and providing good resources to help teach the full curriculum. The teachers are assured of good quality support from their colleagues. Subject action plans drawn up by co-ordinators are cross-referenced well to the SIP and monitoring strategies include scrutiny of work, portfolios to help teachers assess the standards of work, talking to pupils and staff discussions. While observation of lessons is regularly carried out in some subjects, not all have yet been approached in this way, nor do the classroom visits have as much impact as they might in identifying what improvements should be made by individuals or by the whole staff. For example, the inconsistencies in spelling, handwriting and presentation of work do not figure in the SIP. The co-ordination of special educational needs is very strong, with effective procedures that support the work in all classrooms. The school has reviewed all Individual Education Plans in the light of the new Code of Practice.
32. The budget is used to very good effect. All staff are very well deployed and receive training which significantly enhances their effectiveness in the classroom. They work well as a team and relationships between them are excellent. The school is well resourced and there has been considerable investment recently in ICT and books for the library. Pupils have regular access to the school library, but it is under-utilised because pupils are not given many opportunities to use it for independent research. The learning environment in classrooms is of a very high quality, though the school hall is small and limits what can be achieved in physical education with the oldest pupils. Also, the outside learning space to which the youngest children have direct access, is very small and restricts the range of activities that can be planned there. The school has installed an outdoor adventure area, which is appreciated by the pupils, and plans to develop the playground further. The governing body implements best value principles well and the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. To improve further the quality of educational provision, the headteacher, staff and governors should:

1. Introduce a more consistent approach to the teaching of spelling and handwriting by:
 - developing programmes of work to guide teaching; and
 - ensuring the agreed script is modelled consistently by teachers.
(Paragraphs: 3, 15, 31, 49, 50 and 51.)

2. Review its planning of the National Curriculum programmes of study and the Foundation Stage curriculum for the youngest children to ensure all aspects are planned thoroughly by:
 - developing a curriculum framework to cover all specific subject skills and knowledge;
 - building in more opportunities for using a broader range of literacy, numeracy and ICT skills across the curriculum;
 - addressing all the Early Learning Goals to the same degree;
 - providing more planned opportunities for pupils' cultural and spiritual development.
(Paragraphs: 5, 12, 14, 18, 19, 37 and 62.)

3. Ensure pupils have sufficient opportunities to work more independently by;
 - allowing them to take decisions on how they might apply their literacy, numeracy and ICT skills;
 - encouraging them to take decisions on how they might record their work and organise their learning.
(Paragraphs: 18, 32, 34, 43, 45 and 57.)

34. The following minor issue should also be addressed by the headteacher, staff and governors:
 - Improve the information provided for parents by reviewing the format of the pupils' end of year reports.
(Paragraph 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	22	7	0	0	0
Percentage	0	15	65	21	0	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	98
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	18

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.8

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	2	4	6

The table showing the results for 2001 has been omitted as the number of pupils taking the test was below eleven.

In the 2001 national tests, the school's performance in reading and mathematics was well above average nationally and above average in writing. In comparison with similar school it was very high in reading and close to the average of the group in writing and mathematics.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	14	9	23

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	96 (61)	78 (50)	100 (61)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	78 (39)	83 (44)	91 (50)
	National	72 (70)	74 (72)	82 (79)

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

Where groups of boys or girls number fewer than eleven, the statistics on the charts are omitted.

In the 2001 national tests, standards in English, and science were well above average and above average in mathematics when compared with schools nationally. The school's performance in English was well above average in comparison with similar schools, above average in science and close to the average of the group in mathematics.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	95
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.25
Number of pupils per qualified teacher	19
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	74

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	1	0
Other minority ethnic groups	1	0

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

Financial information

Financial year	2000-1
	£
Total income	299,474
Total expenditure	288,666
Expenditure per pupil	2,776
Balance brought forward from previous year	0
Balance carried forward to next year	10,808

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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

Number of questionnaires sent out	98
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	43	2	0	0
My child is making good progress in school.	42	55	3	0	0
Behaviour in the school is good.	33	59	2	2	5
My child gets the right amount of work to do at home.	34	49	10	1	5
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	32	52	10	5	1
I would feel comfortable about approaching the school with questions or a problem.	66	27	5	2	0
The school expects my child to work hard and achieve his or her best.	47	51	2	0	0
The school works closely with parents.	25	55	17	3	0
The school is well led and managed.	38	57	5	0	0
The school is helping my child become mature and responsible.	43	54	3	0	0
The school provides an interesting range of activities outside lessons.	32	53	10	5	0

Summary of parents' and carers' responses

The parents are supportive of the school's work and acknowledge the efforts that underpin it. Overall parents view Burwash as a good school. A number of parents do not feel they are kept well-informed about how their child is getting on and the quality of pupils' reports continues to be a concern. Some parents feel that the school does not work sufficiently closely with them.

Other issues raised by parents

None

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

Personal, social and emotional development

35. Children have a very successful introduction to school life that gives them the confidence to learn and they enjoy school. This sets the scene for all their learning including their personal development, which is very good. Attainment of children on entry is above average and while at school, children achieve high standards and concentrate well. In a group they learn from, and are considerate of, each other. There are strong relationships developing between children, and they are comfortable when talking with adults. When given the opportunities, they have the confidence to make personal choices about what they want to do, play independently or use equipment. For example, they show very good levels of concentration on the computer and have the skills to operate it effectively. However, there are insufficient opportunities for children to make choices and plan their work. By the end of the year, the children will exceed the ELGs.
36. The quality of teaching and support from all adults to extend the children's learning is very good. Children are given many opportunities to work on a range of activities in groups of various sizes. These are well planned in detail and show a strong understanding of ways the adults can help and encourage children's personal development. The classroom organisation and range of activities encourage good interaction between pupils, particularly when they are able to show their initiative. The children are eager to learn from adults and from each other. They enjoy learning and take responsibility for the resources and equipment they use.

Communication, language and literacy

37. The majority of the children start school with very well developed language skills and most are already reaching the ELGs. They listen and respond positively to others and hold conversations with adults and peers, using a good range of vocabulary to explain their ideas and understanding. Children are eager to participate in story telling and rhymes, can retell stories in the correct sequence and recognise the importance of this to the storyline. They are keen to discuss the stories they are told and like to suggest what might happen next. The large majority of children are confident speakers, whether talking to adults or their class-mates. A few who do not readily talk to visitors were observed talking happily to other children in the puppet theatre and playing an active part in acting out a story. Children can write their own names and use their writing skills in their play. They enjoy access to the writing area and concentrate for a good length of time. When reading, they recognise and name letters and the sounds they make. When reading or listening to a story, the children follow a text and can use this knowledge when meeting a new word.
38. This aspect has improved significantly since the last inspection. The activities presented to the children are well planned and the teaching is good, though there is sometimes too much teacher-directed work. However, the children learn quickly and consolidate their learning through play activities. In one session, a group of boys were engaged in imaginative play where they pretended to be running a train. The teacher interacted with them and gave them some relevant vocabulary to extend their ideas, which they used immediately. The learning support assistant has a very good

understanding of the importance of extending children's language and engages in regular conversations about their learning.

Mathematical development

39. Children's mathematical skills and understanding are good. Most can count reliably and recognise numbers up to ten. They use numbers and names of colours to talk about their work. Children can create regular patterns using two-dimensional shapes, understand terms such as heavier and lighter and accurately use words that describe position. When working at other activities, children confidently use their mathematical knowledge independently. Children become engrossed in mathematical activities and work with accuracy. In one lesson, the children showed their secure grasp of counting and were able to recognise which numbers came before or after. By the end of the Reception year, children will easily reach the ELGs.
40. The quality of teaching is good. Activities in the classroom are well planned overall and number is included naturally in many situations, such as counting children in the register or the number who will be working with an adult, and language relating to the position of people or things. The teacher shows real enthusiasm about the subject and children are encouraged by this positive modelling. A good range of resources is used which help children grasp the concepts being taught, with the number line used particularly effectively. As in the other areas of learning, the children understand and abide by classroom routines. In a class session, they waited to speak and were interested in what others thought. Children come into school well prepared to learn and make good progress.

Knowledge and understanding of the world

41. There is a well-developed understanding of the world around them among the children in the Reception class, who come to school with knowledge such as the sorts of jobs their family do or where they live. They are keen to use opportunities to get into role and act out this knowledge, for instance in the puppet theatre and when imagining being on a train. Children understand that things can change. They know they alter when they grow, have observed experiments with hot and cold using ice, and create sounds when talking about sound and their senses. There are two computers available whenever they want to use them and children are developing a good control of the keyboard and the mouse, can open a programme and are learning to save their work. They explain what their surroundings are like and are beginning to understand the impact human development can have. Their development is already in line with the ELGs and they make good progress in extending their skills and knowledge.
42. The quality of teaching is good and, both this and the quality of the curriculum offered to children, have improved since the last inspection. Children are able to practise and apply their knowledge and skills within the broad range of planned experiences which guide and support their learning. They show very high levels of concentration, for example, when working on the computer or in imaginative role-play. The range of resources is good, though a limited number were available during the inspection. Sand, for instance, was used very infrequently.

Physical development

43. Opportunities to develop children's physical skills are limited by the amount of access to the outside teaching area. Children have less regular access to wheeled toys and large construction apparatus outside. They show a good level of manipulative skills when working in other areas of the curriculum and have good control when using pencils, paintbrushes and scissors. For physical education, children can manage to undress and dress themselves confidently. Children are improving their co-ordination and control in their physical education lessons and when they have access to larger spaces such as the outside learning area. They move confidently, though they are not always aware of others around them in the hall and playground. By the end of the school year, children will reach the ELGs.
44. Overall the quality of teaching and planning for children's physical development are satisfactory. Children exhibit very good levels of concentration in the range of physical activities they experience. They enjoy opportunities to practise their skills and there are some children who learn very actively by doing. All would benefit from more daily access to activities that challenge them physically within a safe environment, as there is an over-reliance on PE lessons to support their physical development.

Creative development

45. Children are encouraged to use their creative skills across the Foundation Stage curriculum. They are good at exploring the creative range of media planned for them when they can and are learning a broad range of techniques. Their sketchbooks indicate this and contain an excellent range of techniques and media, though examples of work seen during the inspection showed the vast majority to be based on the use of paint. Activities involving colour mixing hold their interest and children have a good knowledge about it. Children enjoy constructing models using a range of materials. They sing with enthusiasm and know a good range of rhymes and songs. In a range of activities they use their imaginations to act out their ideas. The ELGs will be easily met before they leave the Reception class.
46. Overall, the quality of teaching is satisfactory and this is an improvement since the last inspection. The school continues to have a good range of media available to teachers. The teaching of art, design and construction techniques is good. However, the opportunities for independent access to resources and activities that allow children to apply their skills creatively are limited or insufficiently encouraged.

ENGLISH

47. Standards in English have improved significantly since the last inspection. At the end of Key Stage 1 standards are now in line with the national average and at the end of Key Stage 2 standards are good. Pupils with special educational needs and those for whom English is a second language make good progress. Standards in speaking and listening are well above average. Pupils are very happy and confident when talking with each other, teachers and other adults in different situations. They explain their ideas clearly and articulate their thinking to help their learning. Pupils in Years 1 and 2 enjoy listening to stories and poems and discussing books they have read together, talking confidently about characters, plots and themes. They have a good vocabulary that they use to convey their ideas and opinions. In Key Stage 2, pupils continue to be active and responsive listeners, using a well-developed vocabulary, including specialist terms and key words in English and other subjects. They are fluent, engaging speakers in informal conversations as well as in lessons and discussions.

48. In reading, standards are good at Key Stage 1 and very good at Key Stage 2. At all ages pupils' progress is good because of the focus on explicit teaching in the shared and guided sessions in the literacy hour and the links the school has developed with parents to support their children's reading at home. In Key Stage 1 pupils know and use a range of strategies to tackle unfamiliar words and these skills enable many to read fluently and accurately. They can recall and predict events well and retell stories accurately and in the correct sequence. Pupils express their preference for particular authors and explain their likes and dislikes. They are able to identify and discuss the use of rhyme in poetry and write their own variations. During a shared reading session, pupils in Years 1 and 2 noted rhymes and other sound patterns and were able to predict what words might appear using their knowledge of rhyme and the need for the text to make sense. They clearly know the difference between fiction and non-fiction and can describe how to use non-fiction texts to get information using the contents and index pages.
49. By the age of 11, pupils are fluent, expressive readers of a broad range of texts including fiction, non-fiction, poetry, magazines and computer texts. Their obvious enjoyment of books is a strength in their learning. They have developed good critical abilities and analyse texts, understand and explore the author's intention, interpret poetic language and structures and make judgements using inference and deduction. Pupils in Years 5 and 6 have a well developed appreciation of poetry and are able to respond with a sophisticated critical awareness to poetry written for children and more challenging work written for adults. In one lesson they were studying the effects of vocabulary used in a poem by Walter de la Mare, using dictionaries to check for definitions of unfamiliar words and a thesaurus to substitute words to make the poem accessible to a younger audience.
50. Overall, standards in writing are average at Key Stage 1 and good at Key Stage 2 except for weaknesses in spelling and handwriting at both key stages. The school has identified these aspects and writing in general as priority areas for development. Pupils enjoy writing and have many opportunities to write for their own purposes and enjoyment in the writing areas that are set up in each classroom.
51. At Key Stage 1, pupils progress from writing simple sentences to using more complex structures. Generally, capital letters and punctuation marks are used accurately and pupils start to use a range of connectives. They begin to extend the range of writing they do and have opportunities to write for different audiences. They can use written structures from their reading as a basis for their own writing, for example pupils created their own poems about Humpty Dumpty based on a shared text. Although pupils have a very good grasp of phonics, which helps them make good progress with their reading, they are not secure in their knowledge of common spelling patterns. For example, "said" is often spelt as "sed". They also make errors with word endings and plurals, for example spelling "played" as "playd". By the end of Key Stage 1 they spell too many words inaccurately. Pupils' handwriting skills are not developed well in Key Stage 1 and too few pupils are able to use basic handwriting joins.
52. Pupils at Key Stage 2 write in a range of styles, both narrative and non-narrative including playscripts, poetry, persuasive writing, and journalistic writing. They have many opportunities to write for a range of purposes and for different audiences. By the age of 11, pupils have a good knowledge of grammar and punctuation and can write sustained stories with good attention to characterisation and plot. Although many pupils join their handwriting, the presentation of their work is generally poor. Some final drafts and pieces of work for display are well executed but the same standards are not sustained in their work in English and other subjects. Spelling is weak and pupils in

Year 5 and Year 6 misspell simple words, as they have not developed a secure knowledge of letter patterns.

53. The overall quality of teaching and learning is good across the school. Teachers use a range of effective teaching strategies, whole class sessions are lively and teachers' knowledge and enthusiasm for the subject motivates the pupils to learn. Pupils in a Key Stage 1 lesson, were excited and motivated to read when the teacher used percussion instruments to enhance the shared reading session. She skilfully modified and adapted her teaching strategy for a particular group of pupils who were having difficulties with a particular task. In a Year 3/4 lesson the teacher used good questioning skills to help the pupils build on their prior knowledge and further their knowledge, when evaluating non-fiction texts. In a Year 5/6 literacy hour, the teaching was very good and the teacher made learning fun for all the pupils, whatever their ability. The whole class session on spelling was fast and active. Pupils identified words with the letter pattern "i-g-h-t". A group of more able pupils was suitably challenged by having to identify "e-i-g-h-t" words. They created mnemonics to help them remember the letter order and provided sophisticated and humorous ideas. In all lessons, expectations of good behaviour, and good attitudes towards learning are good features of teaching.
54. The management of English is good which is an improvement since the last inspection. As co-ordinator, the headteacher provides good leadership in the subject. Her experience and expertise as a leading literacy teacher for the local education authority has a beneficial impact on literacy in the school. The impact of her work has led to improvements in standards.

MATHEMATICS

55. The standards in mathematics are above average at Key Stage 1 and Key Stage 2. This is a significant improvement since the last inspection and is a result of the effective leadership by the co-ordinator and the senior management. Pupils in Key Stage 1 are attaining good standards and, at this stage of the year, are already working at levels normally reached by the end of the school year. In the 2001 national tests for seven year olds, pupils' results at the school were well above average. At Key Stage 2, the 2001 results showed pupils were above the national average. There are no marked differences between boys and girls achievements and pupils with special educational needs are making good progress.
56. By the end of Key Stage 1, pupils have a very good understanding of numbers to 100 and many are applying their knowledge of place value confidently when handling numbers above that. They know what resources will assist them with their calculations, choosing from number lines, 100 squares and practical equipment. Many in Years 1 and 2 are developing good mental strategies to add single and two digit numbers and confidently use the four mathematical operations. They are able to apply their knowledge to different situations and are frequently expected to investigate through activities such as number problems. In one lesson, pupils were engaged by an activity that enabled them to practise their addition skills in what they saw as a fun game. The pupils employ a range of measures, have a good grasp of 2D and 3D shapes and can explain what makes them different.
57. Pupils in Key Stage 2 apply their mathematical knowledge successfully to their work and they make good use of ICT to organise and interpret data. Pupils of all abilities can work out calculations quickly and accurately in their heads. They have a good grasp of percentages and fractions and translate between the two. A problem solving approach

is taken towards much of their work and pupils confidently apply their knowledge of mathematics to work in other subjects, such as the chart to show the relative heights of mountains in their geography project. Pupils use a range of measures accurately, convert metric into imperial measures and can calculate both area and perimeter of regular shapes using a range of approaches.

58. Throughout the school, the quality of both teaching and learning is good. Teachers plan very thoroughly using the National Numeracy Strategy as a strong base for their work. Pupils are presented with a range of ways for recording their work that is challenging and extends their knowledge of mathematical ideas. However, pupils need more opportunities to learn to judge for themselves what might be the best way of presenting their ideas and answers. Currently there is an over use of worksheets by teachers, especially in some classes, which restricts the opportunities for pupils to develop the skills to make more independent choices when organising and presenting their work. Assessment of pupils' progress is very good, so teachers are able to adjust their questions and responses to pupils' learning in a flexible and effective way. They reinforce and extend pupils' knowledge successfully, as in one lesson where pupils in Years 3 and 4 were encouraged to share their strategies for arriving at their answer. In all classes, pupils are eager to participate in class work and thoroughly enjoy working with partners or in small groups to complete tasks for the lesson. Their levels of concentration are generally very good. Since the last inspection, the leadership has improved and developments in mathematics are now effectively led.

SCIENCE

59. Standards in science are above average in Key Stage 1 and Key Stage 2. This is an improvement since the last inspection. In Key Stage 1, pupils record the results of their observations and investigations through the use of pictures, charts and written text. They are beginning to make predictions about the expected outcomes of their investigations. For example, when looking at changing materials the pupils predicted what would happen when chocolate was heated and also when water in a kettle was heated. They understand that animals need food and water to survive and also the human need for exercise and a balanced diet in order to keep healthy. Pupils can wire a simple electrical circuit, recording these diagrammatically and showing they understand the use of electricity in the home. The investigation of mini beasts found around the school helped them to grasp the fact that animals have different habitats.
60. At Key Stage 2, pupil's scientific knowledge is good. They can explain the need for a fair test; make informed predictions about the results and understand the importance of controlling variables. Pupils recognise that micro-organisms are beneficial as well as harmful and have a good knowledge of the harmful effects of tobacco and alcohol. They know the functions and names of the main parts of the human body, for instance the way in which the heart acts as a pump to feed blood to the other organs. Pupils understand the properties of everyday materials. In a Year 3 and 4 class pupils had investigated the hardness in such materials by recording and comparing the size and depth of dents left in them after their experiments. The oldest pupils apply their knowledge to new investigations as they did with a range of activities relating to solids liquids and gases, and can explain the changes in state.
61. Pupils display very positive attitudes towards science, showing great enthusiasm when discussing their work and eagerly participating in practical activities. Their individual concentration is good and pupils collaborate well, discussing their plans together before arriving at a decision. They are aware of safety issues and Year 1 and 2 pupils handled mini beasts with great care. The quality of science teaching is good and the support of

all adults has a positive impact on all pupils' learning. Teachers have secure subject knowledge, which they clearly communicate to the pupils through their explanations. Lessons are well planned and start with a clear explanation of what pupils are learning. Efficient use is made of resources, materials and sufficient time is allowed for discussion. They place an appropriate emphasis on the teaching of scientific enquiry and the use of scientific terminology. Key vocabulary charts displayed in classrooms help pupils understand terms such as insulators and conductors. The leadership by the co-ordinator has improved since the last inspection and is now good.

ART AND DESIGN

62. Standards across the school are broadly in line with those expected nationally, as they were in the last inspection. During the inspection it was only possible to observe one lesson. Judgements based on the scrutiny of teachers' planning, the co-ordinator's portfolio, pupils' work and displays in classrooms and around the school. Pupils produce much work of a high standard and are taught to use a range of materials, tools and techniques. The large three-dimensional masks made by Key Stage 2 pupils using papier mache showed a high level of planning and construction. The pupils benefit greatly from artists in residence and they produced a stunning collage on the Creation. An art club meets on a regular basis and the work produced is of a high standard and extends pupils' learning. All pupils have sketchbooks but these do not show regular work of the same high quality. For example, their observational drawing is under-developed and sketchbooks could be used much more effectively to enable pupils to develop their ideas and improve their skills and techniques. Overall, pupils make satisfactory progress.
63. The teaching observed was satisfactory and from the planning it is judged satisfactory overall. While teachers plan appropriate activities from the scheme of work, they are less confident in their ability to judge pupils' work more critically in order to show them where improvements could be made. The school is well resourced with an appropriate range of media that is used regularly in lessons. Although opportunities are taken to draw inspiration and knowledge of technical skills from art and other cultures, the amount of art work from diverse cultures and by established artists on display around the school is limited. Improvements since the last inspection are evident in the subject guidance for teachers, the good range of resources and the work of the Art Club all support pupils' learning.

DESIGN AND TECHNOLOGY

64. Only one lesson could be observed and judgements are based on a scrutiny of teachers' planning and pupils' work, as well as discussions with pupils and teachers. Standards are broadly in line with national expectation at both key stages. By the end of Key Stage 1, pupils are able to design simple items for example two-dimensional houses with opening doors and windows made from card. They use tools with care and a good deal of accuracy and learn to join materials in a variety of ways such as gluing, taping and tying. Key Stage 2 pupils are aware of the design process and can investigate a range of familiar products. They can plan their work and generate ideas to make their own products. For example, when making their own musical instruments, they were able to select their own materials and use a range of tools to construct them. In a food technology topic, pupils had looked at different kinds of bread. They were able to say which ones they liked and then devised their own recipes before baking their own sweet or savoury bread.

65. The limited sample of teaching seen during the inspection in Key Stage 2 was very good. Teachers' planning generally is detailed and there are clear expectations of what the pupils are to learn and why. Overall, teaching was judged to be good at Key Stage 2 and satisfactory at Key Stage 1. Tasks set are appropriate for the age of the pupils and resources are well prepared and organised. Assessment is well developed and teachers judge pupils' achievement against the level descriptors in the National Curriculum. Pupils have very positive attitudes towards design and technology and their group work shows a mature approach. They listen to each other and everyone's contribution is considered before planning and undertaking their work. They speak with enthusiasm about their projects such as model vehicles that they had made. The school has made improvements in the standards and quality of teaching since the last inspection and leadership of design and technology is now good.

GEOGRAPHY

66. Standards have improved since the last inspection and are in line with national expectations in at both key stages. Pupils in Key Stage 1 are asked to record their work using a range of approaches, including drawing pictorial maps of places they visit and routes they take, written accounts and completing questionnaires. They recognise the different localities they have seen and can talk about some of the differences. Pupils engage in studies in the village to help them to look at the layout of buildings, including characteristics of their own homes. At Key Stage 2, pupils have a secure understanding of the range of information available and how to access it. ICT is used effectively as a way of presenting their work, particularly with the oldest pupils. For example, they researched a project on mountains and presented their work in written, diagrammatic and pictorial forms. Their general knowledge of places in the world is good, and they use it naturally when describing where the mountains are to be found, and the routes taken by explorers in history. Pupils have a secure understanding of geographical terminology and use it correctly when describing their work or what they know, making reference to direction, features and the impact of human development.
67. There were no geography lessons observed during the inspection, so judgements are based on the scrutiny of past work, teachers' plans and discussions with staff and pupils. The subject is led well by the co-ordinator. The school makes good use of the local village environment in its work and plans trips to other localities that enable pupils to see first hand the differences between places. Teachers plan using the nationally produced schemes of work which ensure the pupils cover the content of the programmes of study. Resources are good and teachers ensure pupils get to use a wide range in their lessons. Pupils enjoy the work they undertake in geography and appreciate the educational visits that are a key part of it. Improvements are evident in both the leadership of the subject and in the standards. At the time of the last inspection, standards were below national expectations and geography was not managed well.

HISTORY

68. No history was observed in lessons but samples of work, a scrutiny of teachers' planning and discussions with pupils provided sufficient information for a judgement that pupils' standards are in line with national expectations. In Key Stage 1, pupils' studies of life in the past ensure they understand that people's experiences have been very different and they develop a good grasp of chronology. Visits such as those to Hastings and walks in the village of Burwash provide first hand evidence and help them develop a sense of change and of time passing. They have learned what a visit to the seaside would have been like in Victorian times, contrasting this with their own

experiences and relating one period to another. This is built on in Key Stage 2, where pupils' knowledge of historical periods and events helps them explain in more detail the effects of events and the impact of key figures such as Henry VIII. They are able to suggest reasons which prompted some of the decisions that people in the past have made, such as why the Viking invaded and what urged people to explore and settle new continents.

69. Pupils are very interested in their historical studies and talk enthusiastically about the experiences of educational visits and key information they have gleaned from a range of sources. They research their work and often follow up their interests for homework. Planning for history, based on the national schemes of work, ensures pupils have a breadth of study and learn to draw on a range of evidence such as observation of old buildings and artefacts and information in books and on the Internet. Standards have risen since the last inspection and the subject is now managed well.

INFORMATION AND COMMUNICATION TECHNOLOGY

70. Standards in information and communication technology (ICT) are broadly in line with national expectations by the end of Key Stage 1. Improvements to the leadership of ICT have been good and have had a significant impact on standards, particularly in Key Stage 1, where pupils learn the basic skills of ICT effectively. Year 2 pupils understand the role that computers play in the home and work, they can talk confidently about e-mail and how it is used. They are able to save and retrieve their work and, when word processing, can use a variety of fonts and change the size and colour.
71. In Key Stage 2 standards are broadly in line with those expected for their age, but pupils do not meet expected levels when using e-mail to communicate with people outside school. They have used the Internet and CD ROMS well in their research on volcanoes and mountains across the globe, downloading maps, video clips and pictures as appropriate. Pupils draft work competently directly on to the computer when word processing. In Years 5 and 6, the pupils are taught well by a teacher with good subject knowledge. Through good instruction and lesson organisation pupils are making good progress. They were able to work in groups to design and produce their own web pages based on an area of interest. For example, one group of pupils had used sound, music, and digital pictures of themselves, plus links to other sites in their web page to present their topic on skateboarding. This aspect of their work was of a very good standard.
72. The quality of teaching is good at Key Stage 2 and satisfactory at Key Stage 1. The teaching staff are undergoing national training to improve knowledge and confidence. This is having a positive effect and has contributed to the improvements in teaching, learning and pupils' attainment since the last inspection. Teachers have a sound knowledge of the subject and provide pupils with an appropriate range of work. In a Year 3 and 4 class the teacher used direct teaching to teach the pupils new knowledge and skills. These short sessions of instruction help pupils to learn not only how to do things but how to apply their knowledge and skills. When teaching the pupils to use a database, the importance of framing questions about the information they put into it was taught well but they need to be guided to frame questions that would help them to interpret their findings. Pupils are confident and display positive attitudes towards the use of ICT, taking care when they operate equipment. They co-operate well and help each other to overcome difficulties.

MUSIC

73. Standards in singing across the school are in line with national expectations as they were during the last inspection. Pupils' singing in whole school assemblies is better with live accompaniment rather than when they sing to a pre-recorded tape. It is tuneful and, though hesitant, they do have control of pitch, dynamics and rhythm and know a range of song lyrics from memory. In assemblies and lessons pupils have the opportunity to listen to music from around the world and from other eras. It was not possible to observe music lessons during the inspection and so a judgement on the quality of music teaching is not included in this report. At Key Stage 2, there is little recorded evidence of work done on composing and evaluating music.
74. The school has a music room with a range and variety of musical instruments, song books and tapes. In addition, each class has a box of instruments which teachers also use in other curriculum areas. For example, in an English lesson in Key Stage 1 the instruments were used to match sounds to words during a shared reading session. Visiting performers, such as the musicians and dancers from an Indian group, work with all classes. Older pupils also participate in Local Education Authority activities such as the primary schools' Christmas concerts and music festivals. Individual instrumental tuition for violin and wind instruments is arranged for pupils. These opportunities enrich the curriculum.
75. The music policy and scheme of work are due for review in the term following the inspection. The school has already identified the need to revise its use of the QCA scheme of work to ensure better progression and further links with the programmes of study in the National Curriculum. Under the co-ordination of the headteacher, guidance for this subject has improved and the next step will be to review the documentation and planning. Music has not been a priority for development and currently, there is no monitoring of standards or teaching and learning. Overall, there has been satisfactory progress.

PHYSICAL EDUCATION

76. Standards in physical education are in line with national expectations in Key Stage 1 and in Key Stage 2 for both girls and boys. Pupils with special educational needs make good progress and reach the same national expectations. During the week of the inspection it was only possible to observe three lessons, so judgements are also based on a scrutiny of teachers' planning and discussions with pupils and the co-ordinator. Pupils are taught swimming in the school's own pool and they can swim at least 25 metres by the end of Key Stage 2. Year 6 pupils engage in outdoor and adventurous activities during the annual residential trip. The curriculum is supported by extra-curricular sports and the pupils engage in competitive events when school teams compete in local competitions.
77. Pupils in Key Stage 1 enjoy the lessons; they try hard, collaborating with each other well, listening to instructions and responding to the teacher's directions. In a Year 2 gymnastics lesson pupils understood the need to warm up at the start of the lesson, use the space around them and use equipment safely. The quality of teaching in this lesson was very good and the pupils' behaviour was excellent. Pupils were provided with sufficient challenge to practise and improve their skills and knowledge. The lesson was well planned using good subject knowledge to coach pupils in improving their technique. Teachers' planning in Key Stage 1 is good.
78. Teaching in Key Stage 2 is satisfactory. Lessons are planned and structured. Teachers allow enough time for the pupils to warm up, however, this is not sufficiently vigorous to prepare pupils adequately for their work in the lesson. Pupils work well and

collaborate when working on a dance and are considerate of others at all times. They are able to describe what they like about each other's performance but are less confident when offering suggestions for improvements. Teachers are less effective in identifying what makes a performance effective and suggesting improvements than in Key Stage 1. The playground has good markings for games but the school's small hall, used for gymnastics and dance activities, limits the work of the older pupils. The school has made satisfactory progress since the last inspection and is led satisfactorily.

RELIGIOUS EDUCATION

79. Standards achieved by pupils are in line with the expectations of the locally agreed syllabus and have improved since the last inspection. In Key Stage 1, pupils learn about Christianity and Judaism, can recall what they have learnt about the Torah and retell stories about important figures. For example, they learn about Moses, how he was found and how he grew up to lead the Israelites. In Key Stage 2, pupils extend their understanding of Christianity and learn about Islam and Hinduism. In Year 3 and Year 4, pupils re-write Bible stories, understand the significance of their message and can relate them to their own lives. These stories are attractively presented in a class book that is part of the class library of pupils' published work. Pupils in Years 5 and 6 are able to discuss their findings after some research work on symbolism and colour in Christian art and refer to their evidence in a classroom display.
80. It was not possible to observe religious education lessons during the inspection and so a judgement on the quality of teaching is not included in this report. Subject co-ordination is in the early stages of development, but has already improved under the guidance of the current co-ordinator who has ensured that planning corresponds to the locally agreed syllabus and has conducted a survey of teachers' views on the particular units in the scheme of work. The quantity of pupils' recorded work in religious education is slight and the quality lacks depth. However they learn much from religion through the very good attitudes, values, personal development and behaviour promoted by the school. Resources are adequate but need expanding, particularly with artefacts to support learning.