

INSPECTION REPORT

BROAD OAK PRIMARY SCHOOL

Heathfield

LEA area: East Sussex

Unique reference number: 114390

Headteacher: Ms M Maslin

Lead inspector: Bob Cross

Dates of inspection: 20th to 22nd October 2003

Inspection number: 255613

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	159
School address:	Scotsford Road Broad Oak Heathfield East Sussex
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Appropriate authority:	The governing body, Broad Oak Primary School
Name of chair of governors:	Mr M Atkinson
Date of previous inspection:	February 1999

CHARACTERISTICS OF THE SCHOOL

Broad Oak Primary School is smaller than most other schools of the same type. It is located in a rural setting in an area which is, overall, above average economically. The roll has increased by 357 pupils since the school's last inspection. There are 18 pupils on the school's register of special educational needs, which is below the level of the national average. Four pupils have statements of special educational need which is above the national average. Pupils with specific learning difficulties are the largest group amongst those with special educational needs. There are 26 Year R children who are in one class. At about 7.5 per cent, the number of pupils known to be eligible for free school meals is below the national average. The school has seven more boys than girls on roll and Years 3 and 4 have a significant imbalance in the numbers of boys and girls. Very few of the pupils are from minority ethnic backgrounds and none speaks English as an additional language. Both of these features are lower than in most schools. During the last school year, seven pupils entered the school other than at the usual time of first admission and four left it at times which were not those of the normal leaving or transfer for most pupils. This rate of mobility is low. In the last two years, three teachers have left the school and three have been appointed. This is a high rate of turnover. During the inspection, there were three temporary teachers on the staff. Overall, children enter the school at average levels of attainment. The school gained the Basic Skills Quality Mark in 2003 and School Achievement Awards in 2000, 2001 and 2002.

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14596	Tony Fiddian Green	Team inspector	Science, design and technology, music, religious education, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides its pupils with a sound education. Good teaching and learning in Year 6 result in good achievement and above average standards in mathematics and science. There are significant strengths in the headteacher's leadership. However, standards in some subjects, for example, information and communication technology (ICT), are too low. Overall, teaching and learning are satisfactory but there are areas of weakness. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Consistently good teaching and learning result in good achievement in Years R and 6.
- Pupils are confident and have a very good understanding of how to improve their work.
- The good leadership of the headteacher results in a commitment to improvement.
- There is good provision for enrichment of the curriculum.
- Pupils are well cared for and are very involved in the work of the school.
- Relationships with parents are good.
- Curricular requirements are not met in ICT and religious education (RE) and standards in these subjects and in the pupils' listening skills are too low.
- Teaching and learning require improvement in some year groups especially Years 3 and 4.
- Limitations in the school's accommodation result in weaknesses in physical education and physical development in the Foundation Stage.
- Attendance is poor and has declined since the school's last inspection.

The school has made a satisfactory improvement since its last inspection. Standards in the national end of Years 2 and 6 tests have risen. Of the issues for action arising from the school's 1999 inspection, all have been addressed at least satisfactorily except for that relating to ICT. Improvement in ICT has been unsatisfactory. Standards in RE have fallen. In 1999, the management of the school was judged to require improvement. This is now judged to be satisfactory.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	B	D
mathematics	B	A	A	A
science	A	B	A*	A

Key: A - in the top five per cent of school; A - well above average; B - above average; C - average; D - below average; E - well below average*

Similar schools are those whose pupils attained similarly at the end of Year 2.

**in the top five per cent of schools nationally*

Achievement is good. It is good in Years R and 6 and satisfactory in all other years except 3,4 and 5 where it is unsatisfactory. Current standards are broadly average in all year groups. They are above average in mathematics and science in Year 6 in science in Year 2 and in the goals children are expected to reach by the end of Reception in their personal, social and emotional development. In Years 1 to 6, reading is above average and writing is average. Standards in mathematics are average in Year 2 and above average in Year 6. In religious education, standards are well above expectations in Year 2, meet expectations in Year 6 and are below expectations in Years 3 to 5. ICT is not used well enough in other subjects.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are satisfactory. Pupils' attitudes and behaviour are satisfactory although they are good in Years R to 2. The school's actions to improve attendance have not been effective. Punctuality is satisfactory but there was significant lateness on one day of the inspection which was attributed to parking problems and bad weather. The pupils' understanding of the multi cultural nature of British society is under developed.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The quality of teaching and learning is satisfactory. Throughout the school, teachers and teaching assistants work well together. Teaching assistants provide good support for the pupils, particularly those with special educational needs (SEN). Another consistent strength is the knowledge that pupils in Years 1 to 6 have of how to make their work better. Teaching and learning are good in Year R and Year 6. In these years, teachers use assessment information well to provide work which challenges, extends and interests the pupils. As a result, they work hard, produce good quality results and progress well. Teaching and learning are unsatisfactory in Year 4/5 and poor in Years 3/4. In these years, teachers do not always engage the pupils in the lesson by checking and extending their understanding. In spite of the shortcomings in teaching in these year groups, pupils generally work well together and apply themselves well even when teaching has shortcomings. Nevertheless, their progress is not as good as it should be. Curricular provision is unsatisfactory as significant curricular requirements are not met and the pupils' learning is restricted in the subjects concerned. Provision for enrichment of the curriculum, for example, in music and sport, is good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher has a clear vision for the school which is fully communicated to others so that they work together well for improvement. The leadership of Years R to 2 is bringing about improvement in those year groups. The headteacher is well supported by the senior management team. The governance of the school has strengths but has not ensured that all National Curriculum requirements are met. The school is fully and effectively committed to equality of opportunity and fair provision for all pupils. The school has a strong commitment to staff development but there are weaknesses in some teachers' knowledge of some of the subjects they teach. Some co-ordination and management roles are under developed. Induction procedures for new staff are not fully effective.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. In the pre inspection survey of parental opinion, all of the parents who completed a questionnaire agreed that their children liked school. Ninety seven per cent agreed that teaching and progress were good.

Pupils, particularly the younger ones, also have very positive views of the school. They like being at the school, feel that the teachers help them and that they are treated fairly. Younger pupils especially find lessons interesting and fun and feel that they are expected to work hard.

IMPROVEMENTS NEEDED

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

- Improve standards in ICT throughout the school and RE in Years 3 to 5.
- Improve teaching and learning in Years 3, 4 and 5.
- Improve facilities for physical education and for physical development in the Foundation Stage.
- Improve attendance.

and, to meet statutory requirements:

- ensure that all curricular requirements are met.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is good. Achievement is satisfactory in Years 1 to 2. It is unsatisfactory in Years 3, 4 and 5. Standards are above average in mathematics and science in Year 6 and achievement in that year is good. Standards in ICT are well below average in Year 6 and below average in Year 2. Standards in religious education are below those expected.

Main strengths and weaknesses

- Achievement in the end of Year 6 national tests has been consistently good.
- Pupils reach good standards in mathematics and science in Year 6 and in religious education and science in Year 2.
- Achievement in the Foundation Stage is good.
- Pupils with special educational needs make good progress.
- Standards in the end of Year 2 national tests have been consistently below average although they were average in 2003.
- Achievement in ICT and listening throughout the school and religious education in Years 3 to 5 is not good enough.
- Achievement in Year 3, 4 and 5 is not good enough.
- Standards in PE in Years 2 to 6 and physical development in the Foundation Stage are below average because of limitations in the school's accommodation.

Commentary

1. Children in the Foundation Stage achieve well because of the consistently good quality of teaching and learning they experience. They are on course to reach the expected levels in all aspects of their development by the end of Reception except in personal, social and emotional development where their standards are above those expected. Additionally, standards are below average in aspects of physical development because of limitations imposed by the school's buildings. Compared with the findings of the school's 1999 inspection, this represents improved standards in personal, social and emotional development, knowledge and understanding of the world and creative development. Some limitations in the children's physical development are imposed by the nature of the school's buildings.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.7 (14.5)	15.9 (15.8)
writing	15.1 (14.1)	14.8 (14.4)
mathematics	16.2 (16.2)	16.4 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year

2. In the end of key stage national tests in Year 2 in 2003, standards were average in reading, writing and mathematics compared with all schools. Compared with similar schools based on the number of pupils known to be eligible for free school meals standards were below average in writing and well below average in reading and mathematics. There was an upward trend in reading and writing between 1998 and 2002 although there was a big dip in writing in 2002. The trend in mathematics in the same period was variable but generally downwards. All three subjects improved significantly in 2003. This was due to improved management of Years 1 and 2 and to a concentration on improving standards in the tests in these subjects.

3. The findings of the inspection are that, in Year 2, standards are well above those expected in RE which represents very good achievement. This is because of the knowledge and teaching of the subject co-ordinator who teaches this year group. Standards are above average in science which represents good achievement. This is due to the important focus given to the subject recently, especially the emphasis on investigative work and independent learning by the pupils. Standards are average in English, mathematics, geography and in art. Satisfactory achievement is promoted by satisfactory teaching and learning of these subjects. No judgements of standards in Year 2 were made in history, design and technology or music because insufficient evidence was gathered. Where the evidence allows, comparisons with the findings of the school's previous inspection show that standards have risen in science and religious education, fallen in mathematics and physical education and stayed the same in all other subjects.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.6 (26.7)	27 (27)
Mathematics	29.6 (29.4)	27 (26.7)
science	31.6 (29.1)	28.8 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year

4. In the end of key stage national tests in Year 6 in 2003, standards were above average in English, well above average in mathematics and very high (in the top five per cent) in science compared with all schools. Compared with similar schools, standards were below average in English and well above average in mathematics and science. There has been an upward trend since 1998. Over the past three years in these tests, boys have made a term better progress in English and science than girls but girls have done better in mathematics. There was no evidence of differences in the progress of boys and girls during the inspection.

5. The findings of the inspection are that standards in Year 6 are above average in mathematics and science and average in English. This represents good achievement due to good teaching in the current Year 6 based on the standards the pupils reached in the end of Year 2 national tests. Good achievement in the current Year 6 is also based on the historically good teaching of Years 3 to 5 before recent staff changes. Standards in Year 6 in history, geography, religious education and art are average and are promoted by satisfactory teaching and learning. Overall, achievement is now unsatisfactory in Years 3, 4 and 5 because of weaknesses in the current teaching which have adversely affected pupils' achievement in these year groups. Where comparisons can be made with the school's last inspection, standards have risen in science fallen in ICT, RE and PE and remained the same in all other subjects.

6. Shortcomings in the school's accommodation do not allow all aspects of the National Curriculum in the subject to be taught. As a result, standards in PE in Years 2 and 6 are below average which is unsatisfactory achievement. Standards in ICT are below average in Year 2 and well below average in Year 6. This is directly related to limitations in provision made for the subject. As a result, the use of ICT in other subjects of the curriculum is unsatisfactory.

7. Within English, standards throughout the school are above average in speaking and reading, average in writing and below average in listening. Pupils do not naturally listen to others when they speak largely because they are too keen to make their own contributions. Writing skills are used satisfactorily in other subjects although there are variations. For example, writing is used well in science but there is little recorded work in religious education.

8. Pupils with SEN make good progress and achieve well. This is because the targets that are set for them to achieve are specific, and the quality of their individual education plans is good. Teaching assistants support these pupils well. The school has identified pupils who are gifted and talented. The provision made for these pupils and the more able results in good achievement by Year 6.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour overall are satisfactory. Attitudes and behaviour in Years R to 2 are good. Pupils' attendance is poor. Spiritual, moral, social and cultural development is satisfactory.

Strengths and weaknesses

- Pupils demonstrate a good interest in school life and the range of activities provided.
- Pupils' willingness to be enterprising and take responsibility is good.
- Pupils' confidence and self esteem are very good.
- The school promotes good relationships between pupils and adults with its 'family' atmosphere.
- Attendance is poor and well below the national average for similar schools.
- Some parents and carers do not make satisfactory efforts to ensure their children's attendance.
- The school's procedures for promoting good attendance are unsatisfactory.
- Punctuality of pupils, although satisfactory overall, is not a priority with some parents and carers.
- Pupils' spiritual development is good.
- Respect for feelings, values and beliefs of others shown by pupils is good
- Pupils know right from wrong.
- Preparation for pupils to appreciate and live in a multi-cultural society, while being addressed, still has some shortcomings.

Commentary

9. Most pupils show good interest in their lessons and strive hard to achieve the expectations of their teachers. Pupils respond well to good teaching and their attitudes are such that, even when the teaching has weaknesses, they stay on task. The standard of behaviour has slipped slightly since the last inspection and is now satisfactory overall. This is mainly due to some minor lapses from older pupils. The culture promoted by the school is one of a large and happy family where everyone is valued and respected. Both parents and pupils confirm how much they enjoy and benefit from this caring environment.

10. Pupils have many opportunities for taking on additional responsibility and they respond well to them. The school council ensures that pupils' views are heard and listened to. Every class from Reception to Year 6 has two representatives on the council, elected by their classmates. The council has demonstrated a very enterprising attitude. A request for playground equipment and mirrors for the girls' toilets was received and the school council decided to raise the necessary funds without involving the help of adults. They organised a sponsored walk which raised a considerable amount of money enabling them to order the chosen equipment and thoroughly check the delivery. The school has volunteer playground 'buddies' who make themselves available at playtime for anybody who needs company. Pupils consider it an honour to be selected as playground 'buddies'. Every half term, pupils invite parents into school to see their work. Boy and girl pupils of differing ages interviewed during the inspection displayed mature, articulate, confident and responsible attitudes. Parents acknowledge the efforts the school makes to encourage their children to become more mature and, in particular, the way that older pupils assist the younger ones.

11. Pupils' spiritual development is good. Assemblies provide a good focus for this, with time to reflect on the theme, and usually a prayer. RE lessons enable pupils to appreciate the beliefs and practices of others. Pupils demonstrate that they know right from wrong and the school encourages good behaviour. For example, as pupils come into assemblies, they enter quietly, sit still and listen politely. The school council provides some pupils with the opportunity to take part in decision making. In discussion, all pupils felt that they can have their views taken to council meetings. Out of school activities provide good opportunities for pupils to come together socially. They perform

together in concerts and singing. Music and the arts are well represented in the life of the school. Some attention is paid to the cultures of other peoples and there is an African display of drums and instruments in the hall. RE provides work on Judaism. However, as was the case when the school was last inspected, this aspect is not sufficiently developed. For example, there are few visitors to speak to pupils about their ethnic origins, customs, dress and ways.

Exclusions

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	155	0	0
White – any other White background	3	0	0
Mixed – White and Black African	1	0	0

12. Attendance is poor and well below the national average. This aspect has deteriorated since the last inspection when it was judged to be satisfactory. The school has not ensured that parents and carers appreciate the importance of the prompt and regular attendance of their children at school. An attendance check taken on one day of the inspection highlighted a high absence rate. The lack of attendance on this particular day was attributed by parents to illness resulting from the inclement weather of the previous night. Some lateness was said to be caused by parking problems. The school also suffers from absenteeism due to extended family holidays taken in term time. The schools' links with parents are good and but it has not taken advantage of these good relationships to promote constantly the reasons for regular and prompt attendance. During interviews and discussions with pupils it was very evident that they enjoyed school and their lessons. The school is well aware of these various problems and is already initiating more effective procedures in an effort to improve the attendance rate. There have been no exclusions during the past school year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	7.5	School data:	0.2
National data:	5.4	National data:	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The most important strengths are the pupils' overall achievement, their confidence and their understanding of how to improve their work. These factors, allied to good teaching in Year 6, result in above average standards in mathematics and science. Additionally, there are significant strengths in the headteacher's leadership, the care of the pupils, the school's ethos and its relationships with parents. The areas most needing improvement are standards in ICT, RE and the pupils' listening skills, attendance and teaching and learning in Years 3 and 4 and, to a lesser extent, Year 5. PE and provision for physical development in the Foundation Stage are also weaknesses but these are related to shortcomings in the school's accommodation and resources.

Teaching and learning

The quality of teaching and learning is satisfactory. Teaching and learning are good in Year R. Assessment is good. In Year R, assessment is very good.

Main strengths and weaknesses

- Teaching and learning in Years R and 6 are consistently good.
- Teaching assistants make a good contribution to the pupils' progress.
- Pupils in Years 2 to 6 have a very good understanding of how to improve their work although, in some instances, their work is poorly marked.
- Pupils generally work well together and apply themselves well even when teaching has shortcomings.
- There are significant weaknesses in teaching and learning in Years 3 and 4 and some shortcomings in Year 5.
- Some teachers do not have adequate knowledge of some of the subjects they teach.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0 (0%)	3 (10%)	13 (43%)	10 (34%)	3 (10%)	1 (3%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. There are significant variations in the quality of teaching and learning throughout the school. Teaching and learning in Years R and 6 are consistently good. This is a significant improvement in Year R as teaching and learning were unsatisfactory in this year group when the school was last inspected. Assessment information is used well to make sure that work extends the pupils who work well and produce ample amounts of good work. Lessons proceed at a good pace, teachers have high expectations of the pupils and, as a result, good progress is made. This was seen in a Year 6 numeracy lesson that began with a well paced mental session involving the swift recall of facts about fractions. The main task involved challenging work about consecutive fractions. The work was particularly demanding for more able pupils who were asked to find three numbers that, when multiplied together, gave a square number. This illustrates how well the school has addressed the needs of higher attaining pupils since its last inspection.

14. Teaching and learning are unsatisfactory in Year 4/5 and poor in Years 3/4. In these years, there are weaknesses in teachers' knowledge, for example, of religious education, and lessons are frequently slow paced. Teachers do not always engage the pupils in the lesson by checking and extending their understanding. In spite of the shortcomings in teaching in these year groups, pupils generally work well together and apply themselves well. Nevertheless, their progress is not as good as it should be. These features were evident in an RE lesson when the teacher failed to capture the pupils' interest because the lesson was, essentially, a lecture in which the pupils took little part. They made little or no progress because they were not interested, religious facts were presented inaccurately and the main content of the lesson was historical rather than religious. Some parents felt that large mixed aged classes were unhelpful to their children. The findings of the inspection are that this is a perfectly acceptable form of organisation but that appropriate teaching strategies to address the needs of the pupils in this type of class are not always used.

15. A consistent strength, throughout the school, is the way teachers and teaching assistants work well together. Teaching assistants provide good support for the pupils particularly those with SEN. A common weakness in teaching is the knowledge that teachers have of ICT and the limited teaching and use of the subject that take place. This is reflected in the low standards found in the subject and the lack of adequate improvement over three inspections.

16. Assessment procedures are satisfactory. They are very good in Year R where detailed records are very well used to help the children to progress. In Years 1 to 6, formal assessment procedures are satisfactory. There are detailed records in mathematics and science, developing procedures in English, especially in writing, and a general sheet for teachers to make assessments in other subjects. However, the information gathered is used well. As a result, pupils in Years 1 to 6 have a very good understanding of how to make their work better and how to apply this knowledge. In conversation, pupils were able to say what their targets were, how they had come into being, and how they helped them to learn. They and their parents were pleased that parents knew the targets and could help their children to succeed. The examination of pupils' work showed varied marking. Some showed children how to improve, some was congratulatory and much was simply marked right or wrong. In one class, significant amounts of work were unmarked.

The curriculum

Curricular provision is unsatisfactory although it is satisfactory in the Foundation Stage. The enrichment of the curriculum is good. The school's accommodation is unsatisfactory. Overall, it is well resourced.

Main strengths and weaknesses.

- The school values and respects all pupils equally.
- Provision for pupils' personal social and health education is good.
- Provision for pupils who have SEN is good.
- The school provides a good range of extra curricular activities.
- Provision for ICT does not meet the requirements of the National Curriculum.
- RE does not meet the requirements of the locally agreed syllabus.
- The unsatisfactory nature of the school's accommodation restricts curricular provision in physical education in Years 1 to 6 and physical development in the Foundation Stage.
- There are training needs for some teachers.
- Teaching assistants provide good support.

Commentary

17. The skills required for ICT are not taught well enough. Some of the pupils have some skills in most aspects of the subject, particularly word processing. However, these are not developed systematically or in depth. This is the third inspection report for this school that has highlighted unsatisfactory ICT. Efforts have been made to address this situation but they have not been sufficient to meet requirements and the problems remain. In addition, ICT is not used well enough to support the subjects of the curriculum, and, in many lessons seen, the computers were not switched on.

18. In Years 3 to 5, the subject knowledge of the teachers was unsatisfactory in RE. This resulted in pupils learning little or nothing. Opportunities to use the school's good resources for RE were missed, and pupils were not challenged sufficiently. The requirements of the locally agreed syllabus were, therefore, not met making RE unsatisfactory.

19. Because of the limitations of the hall, no large apparatus can be installed or used for PE. The small size of the hall means that pupils cannot work without bumping into each other which limits their achievement. These factors affect the PE curriculum overall and make it unsatisfactory. The school tries to compensate by using local facilities, but this does not fully address the problem. Accommodation problems also adversely influence the provision of physical development for children in the Foundation Stage.

20. The school provides equality of opportunity well for all pupils, in all aspects of the curriculum. Opportunities for their personal development are good, and the school has an imaginative

programme of personal, social and health education. The required elements of citizenship have been added. Older pupils are taught sex education and drugs awareness. All pupils have the chance to contribute well to the school's community and decision making with their involvement in the school council. There is good provision for pupils with SEN. Individual education plans are of good quality and have clear and specific targets with appropriate teaching strategies identified to meet them.

21. Clubs and activities out of school time provide good opportunities for sports such as football and netball. These are open to boys and girls alike. Music, art, and dance all play their part in pupils' cultural development. Pupils take part in concerts, sports competitions, and drama. Other activities that take place out of school time include recorders, and a Makaton signing club. This enables pupils to support any who have hearing impairment and children sign at assemblies with the help of members of staff. Provision for these extra-curricular activities is good, and provides for a balance between younger and older pupils. The lack of activities for younger pupils mentioned by the school's last inspection has been well addressed. The school uses the local environment well and pupils visit the shops, farms, a field centre, and carry out traffic surveys locally. The curriculum is enriched well by visits to places such as the Roman villa at Fishbourne, the 'Mary Rose', or Hurstmonceaux. Years 3 and 4 go on a residential trip locally, and Years 5 and 6 go to an activity centre in Tonbridge.

22. The school has an appropriate number of teachers for the needs of the curriculum but some are inexperienced. On occasions their knowledge and understanding of subjects are insufficient. Teaching assistants are good and there are enough to provide the extra help that some pupils need. The school's accommodation is unsatisfactory, and in addition to the shortcomings for PE, the hall is very small for assemblies. When the partition is across and part of the hall is used for a classroom this reduces its size even further. Some parents felt that using part of the hall as a classroom was inappropriate. The findings of the inspection are that it represents the only practicable space to locate the class and does not increase the difficulties the accommodation imposes on physical education significantly. The occasions when the class is disrupted by having to move to allow the hall to be used for other purposes are kept to the minimum.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is very good.

Main strengths and weaknesses

- There are good procedures for health and safety and child protection.
- Relationships with adults in school are very good.
- The school has good systems to monitor pupils' academic standards and progress and these are well used to provide pupils with advice and guidance.
- The involvement of pupils in the school's work is very good.

Commentary

23. The school has good health and safety procedures in place. All the minor health and safety issues raised in the last inspection report have been fully addressed. There are full child protection procedures in place and all the school staff are aware of the appropriate procedures. The head teacher is the designated child protection officer and has received the required training. The family culture that permeates the school has been retained since the last inspection. This, coupled with the fact that the adult staff know their pupils very well, ensures a caring environment which encourages learning. In addition, most pupils know and care for one another regardless of age or gender.

24. All adults who work in the school form close and trusting relationships with the pupils. They know them well and provide good role models for behaviour. Discussions with pupils show that they feel very safe and secure and would be happy to turn to any adult in school should they need help,

comfort or advice. The views of pupils about different aspects of school life are welcomed and very much valued both on an informal basis and through the school council.

25. The school's good systems to monitor pupils' standards and progress include pupils and teachers setting agreed personal academic targets. These systems successfully address the issue raised in the last inspection report of not involving pupils in the setting of their individual targets. This improved system allows accurate and agreed learning objectives to be set. Pupils, therefore, become more committed to the successful improvement of their work.

Partnership with parents, other schools and the community

The school's links with parents and the community are good. There are good links with other schools and pre-schools.

Main strengths and weaknesses

- Parents have very positive views of the school.
- Impressive, colourful & informative prospectus produced for the school by local business sponsor.
- The school provides parents, including those of children with SEN, with good information about the curriculum and their children's progress.
- Parental involvement with learning at school good but at home it is only satisfactory.
- Very active Parent Teacher Association (PTA).
- Procedures dealing with complaints and concerns are good.
- Good links with the pre-schools and secondary school.
- Good links with the community.
- Genuine 'open door' policy.

Commentary

26. Parents and carers have very positive views of the school and the school works well with parents, encouraging them to support the school through the PTA and to help their children at home. Parental help with their children's learning is good in school and they assist with practical support in lessons and in the library. They also help supervise pupils on school trips. However, although help with reading at home is good, other aspects of home learning are only satisfactory, mainly due to the inconsistent setting of homework. The majority of parents who responded to the parental questionnaire said they agreed with helping their children with homework.

27. The PTA is very active and apart from a very full programme of social activities also raises considerable sums of money. In addition to maintaining the swimming pool the PTA works closely with the school to realise a variety of agreed projects.

28. The school provides a good range of information for parents about the curriculum and how they can help their children at home. The annual reports are helpful and parents acknowledge that they are well informed about their children's progress. This is an improvement since the last inspection when reports were judged to contain insufficient information about pupils' progress. Parents also receive regular, informative newsletters from school fortnightly and a governors' newsletter once a term. The determination of the school to involve parents as much as possible is demonstrated by the box provided in the entrance hall for parental comments and suggestions. A formal complaints and appeals procedure in line with statutory requirements is now fully in place. Parents of the pupils who have SEN are well informed. They are invited to discuss the targets in their children's individual education plans, or statements, and the school values their contributions in discussion.

29. The school operates a genuine open door policy and parents take advantage of this to meet staff informally. There are three formal parent meetings a year where individual targets and progress

are discussed. Every half-term, pupils invite their parents to view both their completed work and work in progress.

30. There are good links with a local pre-school group and parents say their children settle in school well. There is also good liaison with the local community college. Apart from visits by pupils to the school before they go there, Year 6 pupils take advantage of the college gymnasium equipment on a regular basis for physical education lessons. The school makes every effort to ensure a smooth transition to secondary education. Pupils who have SEN are well supported when the time comes to move to the secondary school. The co-ordinators of both schools work together and exchange information. They see to it that pupils have as smooth a transition as possible.

31. The school has good links with the local community. Pupils enjoy regular outside visits in conjunction with their project work which enhances their learning. It has recently forged links with a community art college and pupils will be involved in some art projects. A local business sponsors and produces the very professional brochure which is an impressive marketing tool for the school. Clergy from differing denominations visit school and also conduct school assemblies. The school sponsors a child in Uganda and supports his education both with funds and correspondence. Overall, the school's involvement with parents, the community and other schools has improved since the last inspection report.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is good. The leadership of the Foundation Stage is good; other leadership roles are fulfilled satisfactorily. The school is satisfactorily managed. The school's governance is unsatisfactory.

Main strengths and weaknesses

- The headteacher has a clear vision for the school which is fully communicated to others so that they work together well for improvement.
- The leadership of Years R to 2 is bringing about improvement in those year groups.
- The headteacher is well supported by the senior management team.
- The governance of the school has strengths but has not ensured that all National Curriculum requirements are met.
- The school is fully and effectively committed to equality of opportunity and fair provision for all pupils.
- The school has a strong commitment to staff development but there are weaknesses in some teachers' knowledge of some of the subjects they teach.
- Some co-ordination and management roles are under developed.
- Induction procedures for new staff are not fully effective.

Commentary

32. The headteacher took up post in September 2003 having previously been deputy headteacher in the school. She recognises its strengths and weaknesses and is taking effective actions to address the weaknesses. In particular, she has rapidly adapted her evaluation of the school to take account of how changes in staffing in Years 3 to 5 since the summer term have adversely influenced its performance. To address this problem, plans are in hand to increase the support provided for teachers new to the school. At present, these induction procedures, although strong in principle, are not sufficiently effective in improving the performance of those involved.

33. The headteacher leads her senior management team well and is well supported by its members. This team meets regularly, reviews the school's performance and takes action where this is needed. For example, the Years 3 to 6 co-ordinator plans to increase significantly monitoring and support of those teachers in need of help. The co-ordinator for Years R to 2 has made major strides in addressing the historic under performance of pupils in the Year 2 national tests and

assessments shown by analysis of the data. For a number of years, standards in these tests have, generally, been below average although the pupils enter the school at average standards. The co-ordinator has improved the management of Years R to 2 and has given a greater emphasis to the pupils' performance in the subjects that are tested. This is clearly set out in the school improvement plan which, for example, actually quantifies the improvement expected in mathematics. The result of this focus and high aspirations has been a significant improvement in standards in the 2003 Year 2 tests.

34. At the time of the inspection, the school had three temporary teachers; two classes were taught on a shared basis by two teachers and the post of deputy headteacher had only just been filled. This means that most of the subjects of the curriculum are being co-ordinated by members of the senior management team. Additionally, the co-ordinator for SEN has only been in post only since Easter. She has, however, made a good start and her work is already having an effect. For example, new individual education plans contain activities for parents and pupils to do together. The result of these circumstances is a heavy burden for members of the senior management team. It also causes some restrictions in the development of other co-ordination roles such as the monitoring of teaching and learning.

35. Through their sense of purpose and success, the senior management team provide good role models for other members of the school community. This results in a good team spirit and good relationships. All pupils have good access to all aspects of the curriculum and take a full part in all aspects of its life. Teachers and support staff work together well to make the pupils' learning more effective. The school has a strong and mainly successful commitment to staff development. However, weaknesses in the knowledge some staff have of ICT and RE remain.

36. The governance of the school has a number of strong features, for example, it has significant input to the school's strategic direction. The governors are well aware of the strengths and weaknesses of the school's performance, particularly in terms of the differing standards in Years 2 and 6. The governing body is well organised, makes good use of governors' particular skills and has evaluated its performance. Nevertheless, governors have failed to ensure that significant aspects of the statutory curriculum met requirements and, for this reason, the school's governance is unsatisfactory. In the case of ICT, the school identifies technical problems as a major barrier to improvement. Nevertheless, the judgement of the inspection is that, in spite of these issues, improvement in ICT has been unsatisfactory. The school also identifies fragmented accommodation as a barrier to improvement. In this case, the findings of the inspection are that the school has taken all reasonable steps to address the issue.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	329754	Balance from previous year	-5201
Total expenditure	409293	Balance carried forward to the next	693
Expenditure per pupil	2243		

37. The table above shows that the school has moved from a deficit in its finances to a small surplus. This is the result of prudent financial management but financial reserves are still significantly below the recommended levels.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**.

38. At the time of the inspection, children in the Reception class had only been attending school for five weeks. They are divided between children attending full time and those who only attend in the morning. There are good arrangements for introducing children to school. As a consequence, most are happy to leave their parents and quickly get used to the school routines. The quality of teaching is good in all areas of development and, overall, promotes good achievement given their starting point. By the time they go into Year 1, the vast majority are on course to reach the goals children are expected to reach by the end of Reception in their mathematical development, communication, literacy and language skills, knowledge and understanding of the world and creative development. In their personal, social and emotional development, they exceed expectations. They are unlikely to achieve elements of the national goals in their physical development due to the absence of their own outside, hard surface to cover outdoor play activities satisfactorily. The curriculum provides a wide range of activities that are imaginative and well matched to all the children's needs. The provision for Reception children is well managed and their progress is very well monitored. All adults have very good relationships with the children and they are cared for and supported very well. The key issues identified for the provision of children in the Foundation Stage in the previous inspection have all been well rectified.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because the good teaching encourages them to make independent choices and to take responsibility for themselves.
- Most children reach standards above those expected for their age.
- Personal and social development is promoted well in all areas of learning.

39. Good emphasis is given to children's development in this area. Established boundaries for accepted behaviour are set through good interaction with all staff. Relationships between adults and children are very good and this helps to promote children's confidence and self-esteem. Children show respect for each other's needs and views and this was illustrated well when a teddy bear was passed around the class in 'circle time' enabling each child to speak and be listened to by the rest of the class. They behave well and are attentive when the teacher is talking or explaining their activities. Children are encouraged to make independent choices, for example, in their daily, 'free' activities and nearly all remain focused on their chosen or planned activity. Personal and social development is promoted well in all other areas of learning due to good teaching. Well established routines and the caring nature of the provision ensure that all children, including those with SEN, feel secure and grow in confidence. This enables them to achieve above average standards in their personal, social and emotional development.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Children's attitudes to this area of learning are good.

40. The teaching and curriculum for speaking, listening, reading and writing are good. The majority of children are confident speakers and many opportunities are given to them in the classroom to talk such as 'circle time' and when revising the story in a literacy lesson. Phonics are well taught as the teacher uses a variety of methods to help children learn and remember sounds. For instance, they used the story, *'We're Going on a Bear Hunt'* to introduce the letter 'b'. The teacher provided a box of articles that children sort into 'b' words and non 'b' words. This activity is linked well to their mathematical development. All children enjoy listening to stories and know how to use books. They understand the difference between the author and the illustrator and can explain their roles. In the short time they have been in school, most children show good achievement in their learning of the various aspects of communication, language and literacy, although it is too early to form a judgement on writing. Given their starting point, achievement of most pupils is satisfactory.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**

Main strengths and weaknesses

- Teaching and learning are good and are naturally linked to play activities.
- Adults participate well in all activities to develop children's mathematical development.

41. Children's mathematical development is encouraged well by using number games and by singing number songs. Registration numbers are also used daily by the teacher to develop children's mental numeracy skills. They develop their ideas through 'hands on' experiences like, building towers and sorting to produce eight articles on a clothes line, fetching eight books or pencils and using eight 'magic' fingers. The idea of 'taller than' and 'shorter than' was introduced in relation to the tower building enhancing children's learning. The direct teaching of mathematics is imaginative and is naturally linked to children's play activities in the greengrocer's shop and the home corner. Adults participate well with the children in these activities and in more direct teaching, in order to encourage children's mathematical development. Children showed that they were able to recognise and count numbers up to ten and a few can write these numbers. A scrutiny and analysis of last year's children's work indicated that a group were working on National Curriculum activities by the end of the summer term.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

There is **good** provision for developing children's knowledge and understanding of the world.

Main strengths and weaknesses

- Teaching and learning are good and provide many opportunities for children to develop their understanding of how materials change.
- Good awareness of health and safety by teacher and children.
- Most children have good computer skills
- Little evidence of resources representing cultures other than their own.

42. Observation of one lesson and classroom displays indicate that most children achieve average standards during their Reception year. Good opportunities were provided for children to develop their understanding of how materials change. Children made small cakes in readiness for their forthcoming Teddy Bear's Picnic, involving the melting and subsequent solidifying of chocolate. The teacher's awareness of health and safety was passed on to the children who could all wash and dry their hands independently. The outdoor grassed, area provides a stimulating environment that enables children to understand the changing face of nature during the school year. A significant minority of children are able to use the computer unsupervised and nearly all have the control and co-ordination to use the 'mouse' control successfully. Children's awareness of religious and cultural

traditions is enhanced through attendance at whole school assemblies and special events like the harvest festival. There is little evidence of resources that representing a wide range of cultures.

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

Main strengths and weaknesses

- Their physical control, such as for holding pencils and paint brushes is developing well.
- Good opportunities to develop their swimming in the summer term.
- The development of outdoor skills, like the use of large wheeled toys and climbing and balancing skills, is limited due to the lack of a hard surface outside the classroom.

43. The children achieve appropriately in developing physical control, mobility and awareness of space indoors. However, these aspects of physical development are under-developed outdoors, due to the lack of appropriate outdoor accommodation, even though children have the occasional use of the main playground for large wheeled toys. As a result, children are reaching standards that are below those expected. In a lesson in the small, school hall, children achieved average standards when they were encouraged to move around the hall reacting imaginatively to the story of the Bear Hunt. A good link with their creative and literacy development was evident. All children take a full part in all activities. For example, a child with a statement of SEN was encouraged to participate while receiving very good support from a teaching assistant. A suitable range of experiences like completing jigsaws and cutting and sticking a variety of materials was provided by the teacher to support the development of children's manipulative skills. The school's records show that most children's swimming ability is above expectations for the age group by the end of the Reception year. This is because the children use of the school's swimming pool in the summer term.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- The range of well planned creative role play activities provided to capture children's imagination.
- Good participation with children by adults during child initiated activity time.
- Relatively limited opportunities for children to use their imagination outdoors, especially in the autumn and spring terms.

44. Nearly all children are reaching standards close to what is expected in their creative role play. This is due to the good, active participation of adults supporting the children. The activities, mostly indoors, allow all children to explore and use their imaginations, for example, in the home corner and the greengrocer's shop, where children assume the roles of shopkeeper or customer. However, the lack of their own hard surface activity area outdoors limits their ability to participate in role play like steering large wheeled toys around a marked out road or track. A scrutiny of classroom displays provided evidence of children's artwork. For example, in their painting entitled, 'Over the Meadow' they reacted well to the opportunity to explore colour and to use a variety of tools and materials in their art.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in speaking and reading are above average.
- Listening skills are unsatisfactory across the school.
- Standards in writing are average although the pupils' written work does not reflect the richness of their spoken vocabulary.
- Most pupils in Year 2 write in a legible joined handwriting style but the quality of the presentation and accuracy of their work is variable.
- Pupils in Year 6 do not improve their written work enough by re drafting it and some have weaknesses in their understanding of basic punctuation.
- Achievement in Years 3 and 4 is not good enough because of the quality of teaching, learning and marking in those year groups.
- Formal assessment procedures are under developed although the pupils have a very good idea of what they need to do to improve.
- The use of ICT in English is unsatisfactory.

Commentary

45. Standards in Year 2 and Year 6 are average. This represents satisfactory achievement in Year 2 and good achievement in Year 6. Pupils enter the school at average standards but, over recent years, standards in the end of Year 2 national tests have been below average. However, in 2003, standards in these tests improved to average because of good management of the subject and a focus on improvement. In Year 6, standards in the end of Year 6 tests have been consistently average or above from a below average starting point in Year 2. In 2003, standards in these tests were above average compared with all schools in Year 6 but below average compared with similar schools. Standards are not as high this year as the 2003 group of pupils was particularly able. Current standards reflect those of the 2001 and 2002 year groups.

46. Throughout the school, standards in speaking are above average. The pupils talk confidently in a variety of situations. They respond well in question and answer sessions in lessons and use a wide range of varied vocabulary well. This was seen in a Year 2 lesson. "How do you think the farmer was feeling?" the teacher asked the class. "He was full of expectation," was a typical response. Conversations with older pupils showed that they enjoy taking part in formal debating sessions and in organising membership of the school council.

47. Although there are situations in which pupils listen carefully, for example, in Year 1 and when listening to other children read, their listening skills are generally unsatisfactory. Sometimes, this is due to their enthusiasm and their desire to make a contribution to a lesson which results in teachers having to tell them not to call out. However, it means that they cut across others and do not build on contributions that have gone before. In some instances, the pupils switch off when the pace of lessons is slow and do not apply their listening skills. Teachers do not stress the importance of active listening and reinforce this consistently.

48. Standards in reading are above average in Years 1 to 6. Most pupils read fluently, accurately and with good understanding for their ages. Above average pupils read with good expression but this was less strong in the case of average and less able pupils. Younger pupils use appropriate techniques such as sounding out words, picture clues and the context to help them to read new words accurately. Most can name favourite authors and the stories they have written and explain why they like these particular books. Year 6 pupils can confidently explain and summarise what they have read and talk about the main characters and the plot in their reading. The able predict the possible course of the story with accuracy but others are less sure about this aspect of their work.

All pupils can classify the type of reading material they like. Older pupils and more able younger pupils have a secure grasp of how to use books to find information.

49. Standards of writing are average in Year 2 and Year 6. In Year 2, almost all pupils write in a legible style of joined up writing. However, the presentation of their work is variable and, sometimes, they do not copy with sufficient accuracy. This was noticeable in Year 2 when some pupils copied simple words from the board and spelt them wrongly. They have a sound awareness of the structure of a story and, in Year 1, write simple instructions for making a sandwich. The end of Year 2 national tests and assessments in 2003 showed that boys underperformed significantly compared with girls. There was no evidence of this during the inspection which indicates that the cause of this difference may be related to other factors. Year 6 pupils write for a wide range of purposes including, stories, poems, plays, factual matters and newspaper articles. In conversation, they show a particularly good knowledge of the structure of play writing. Examination of pupils' work showed that the vocabulary used did not fully reflect the quality and range of their spoken language. It also showed that, although Year 6 pupils do draft and redraft their work, this process did not bring about a significant improvement in its quality. Furthermore, although some pupils showed a good grasp of the use of speech marks and exclamation marks, some did not always form sentences correctly.

50. The quality of teaching and learning is satisfactory in Years 1 to 6. It ranges from good to satisfactory in Years 1 and 2 and from good to unsatisfactory in Years 3 to 6. In the best lessons, the pace is good, teachers have a good grasp of their subjects, pupils are challenged and respond well and good progress is made. This was evident in a Year 6 lesson about different types of newspaper. The teacher extended the pupils' understanding of types of newspapers and their different styles of writing very well. In particular, the use of headlines to catch the readers' attention was carefully considered. The pupils were then set to write their own newspaper article linked to their work on the Ancient Greeks and they tackled this task with gusto.

51. Teaching, learning and achievement in Years 3 and 4 are unsatisfactory. In the lesson observed, teaching and learning lacked depth because the teacher did not involve the pupils sufficiently or explore their understanding of the concept of the lesson sufficiently. Essentially, the lesson was a lecture to which pupils listened passively, or in many cases, switched off. The pace was too slow, opportunities to make learning fun were ignored and the individual needs of pupils in a large mixed aged class were not properly addressed. As the lesson proceeded, some pupils became restless. The analysis of the pupils' work from this class showed that much was unmarked.

52. Improvement since the school was last inspected has been satisfactory as standards and teaching are much as they were in 1999. Nevertheless, the leadership of the subject is good. This is because standards in Year 2 fell in the period between the two inspections and the relatively recently appointed co-ordinator has taken steps to raise them back to average. In addition, although formal assessment procedures have not been developed for all aspects of the subject the pupils have a very clear understanding of how to make their work better. The most common use of ICT in the school is word processing in English. Nevertheless, the use of ICT in the subject is unsatisfactory because of the pupils' limited skills. They cannot, for example, combine text and graphics easily.

Language and literacy across the curriculum

53. Overall, pupils use their writing skills satisfactorily to support their work in other subjects. In science theses skills are used well but there is not a lot of written work in religious education. Pupils' reading skills support their learning in other subjects well but they do not yet know how to locate information books for themselves using the school's new library classification system. Their good, confident speaking skills enable them to contribute well to all lessons in which they are encouraged to have a say. In many instances, they do not listen well enough to gain the full benefit of the contributions of others.

MATHEMATICS

Provision in mathematics is **satisfactory**

Main strengths and weaknesses

- Pupils' achievement and standards of work in Year 6 are good.
- Pupils' attitudes to the subject are good.
- Assessment of pupils' performance is good and responds to individual needs.
- Support for pupils is good, especially for those with SEN.
- Resources for the subject are good and are well used to develop pupils' learning.
- The leadership and effectiveness of management in mathematics are good and lead to better than average achievement by pupils in Year 6.
- The use of information and communication technology in the subject is under-developed.
- Homework and the marking of pupils' work in some year groups is inconsistent.
- Opportunities for pupils to work in small groups, or with a partner, are seldom planned.

Commentary

54. Standards in mathematics are above average in the current Year 6. Pupils' achievement, which takes into account their capabilities and previous levels of attainment, is also good. In the current Year 2, standards are average. The achievement of these pupils, which takes into account their previous levels of attainment, is satisfactory.

55. The quality of teaching and learning is overall, satisfactory, throughout the school. In the lessons observed, one was good and three were satisfactory. No unsatisfactory lessons were observed during the inspection and the best teaching was observed in Year 6. In this well paced and challenging lesson, pupils used calculators to identify square root numbers formed by the multiplication of two consecutive numbers. Pupils were encouraged to use their estimation skills before using the calculators. Good extension work was provided involving square numbers, to challenge higher ability pupils. In all lessons, teachers provided appropriate activities and tasks to enable all pupils to make satisfactory progress. However, in some lessons, the pace of the initial mental activity was slow and pupils' mental agility was not fully tested.

56. Teachers generally use resources well to give pupils 'hands on' experience of mathematics. For example, in the Year 1 lesson, the teacher produced simple, two dimensional shapes from a bag to develop pupils' skills in shape recognition. Pupils were also encouraged well to use the appropriate vocabulary when describing the shapes. Computers were used in the Year 6 lesson to support pupils with SEN. However, in other year groups, there was little evidence of the use of information and communication technology in mathematical work.

57. In all the lessons seen, pupils who have SEN were given good levels of support, both from teachers and teaching assistants. Most classes are organised so that pupils are grouped according to their levels of attainment. Appropriate work is planned to enable pupils of all abilities to make at least satisfactory progress in their learning. Extension tasks are usually provided to challenge and extend higher ability pupils in their work. Pupils who have SEN make satisfactory progress towards their targets. All pupils have individual targets in their work books and this gives them the incentive for further and higher achievement and an interest in their own progress.

58. Opportunities for pupils to work with a partner, enhancing their social development, were not evident during lesson observations. Weaknesses in teaching were also concerned with the setting of homework and the marking of pupils' work. This is inconsistent throughout the school and the teachers' comments do not always point out how the pupils' work can be improved.

59. Leadership and management in mathematics are good. The subject co-ordinator, the headteacher, is experienced and is fully aware of any weaknesses in the subject. For example, the below average standards in national tests in Year 2 and the under-development in the use of information and communication technology. Both weaknesses are in the process of being resolved by in-service training for staff. A rising trend in pupils' standards in Years 1 and 2 is already evident.

Individual pupil target tracking is in place in all year groups and this assessment is used well to chart pupils' progress and to identify those of higher ability and pupils who need extra support.

60. Standards in mathematics at the time of the last inspection were reported as above average in Years 2 and 6. This standard has been maintained in Year 6 and standards are rising in Year 1 and 2. As there are more pupils entering the school who need extra support and there has been a high turnover of teachers since the last inspection, there has been satisfactory improvement since then.

Mathematics across the curriculum

61. Mathematics is used across the curriculum in various subjects like, science and geography. Examples of graphs were evident in both subjects by pupils using their data handling skills. In the infant classes, teachers use the registration time to develop pupils' numeracy skills when adding class numbers and subtracting the number of absentees, mentally. The use of information and communication technology in all aspects of mathematics is under-developed.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses.

- Results in the National Curriculum tests and assessments are very good.
- Teaching is good.
- Investigative work is used very well.
- There has been considerable focus on the subject and much improvement made.
- Opportunities for pupils' independent work are good.
- Writing is being used well in recording experiments.
- The use of information and communication technology is unsatisfactory.

Commentary.

62. Standards in science are above average in Years 2 and 6. This shows a considerable improvement since the last inspection report, when standards were just beginning to move up to average and represents good achievement for all pupils. Assessments made by teachers at the end of Year 2 in 2003 indicate that standards were well above average. The results from the 2003 National Curriculum tests at the end of Year 6, in 2003, indicate standards that were in the top five per cent in the country. This rise in attainment is due to the sharp and determined focus given to the subject over the last year or so. To underpin the focus in the subject, teachers have included a strong emphasis on investigative science and pupils' independent learning. The difference between the results for 2003 and the standards seen in this inspection are explained mainly by changes in staff, but also pupils with different abilities.

63. The quality of teaching and learning is good overall. Pupils enjoy science and are very keen to do practical investigative work. This is because they are given many opportunities to work independently and try things out for themselves by teachers. For example, in Year 2, pupils were using batteries, bulbs, motors, and propellers to make circuits. They were free to experiment, and some pupils put all three devices into the circuit. This freedom to try several things out enabled them to learn well and make good gains in their knowledge and understanding of circuits. They understand plus and minus terminals, and know how to match red and black wires to them. This independence is strengthened as they move up the school. Pupils in Year 6 were seen mixing various solutions together. They used lemon juice or vinegar to mix with plaster of Paris or denture cleaning tablets, or flour. They predicted the outcomes and wrote the findings. The best part for them was at the end when they were allowed to mix everything together, and make one large fizzy concoction.

64. Analysis of pupils' work shows that teachers ensure that they write the findings of their experiments well and that there are good links with other subjects. They always include predictions but also write the methods and the outcomes. Pupils know their own targets and are able to see how well they are doing because teachers stress this aspect of their work. Discussion with pupils shows that they really enjoy science, and they can recall much of the detail from past lessons. The work covers all the areas of study that are required and pupils learn about living things, materials and their properties, and physical processes, such as the work about electrical circuits seen in the lesson. There is insufficient use made of information and communication technology in science. Some of this is due to the difficulties of the site, but planning for its inclusion is not good enough. In the Year 3/4 lesson seen, it was an ideal time to use the electronic microscope, attaching it to a computer. In fact, this was planned but did not materialise because the software needed is missing.

65. The headteacher is the temporary co-ordinator for science this term, but has had a considerable input in the focus given to the subject over the past year or more. Results for her former class, Year 6 in 2003, reflect very good teaching and demonstrate her commitment to the subject. She is justly pleased with the outcomes of the school's efforts and very good improvements in science and, in particular, the attention given to investigative work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- The pupils enjoy the subject
- The school is well aware of the weaknesses and the problems it has faced
- National Curriculum requirements not met
- Low standards
- Failure to improve over three inspections
- Insufficient use in other subjects

Commentary

66. Improvement in this subject since the school was last inspected is unsatisfactory just as it was when the school was inspected in 1999. At that time, standards were judged to be below average. They are now below average in Year 2 and well below average in Year 6. Pupils' achievement is unsatisfactory. Most of the weaknesses identified in 1999 remain. For example, the requirements of the National Curriculum are not met because the full range of the subject is not taught progressively or in sufficient depth. There is insufficient use of ICT to support the pupils' learning in other subjects effectively, assessment procedures are unsatisfactory and resources are not always well used. During this inspection, as in 1999, computers were not used when they were available and working to enhance the pupils' learning.

67. Teaching and learning are unsatisfactory. Many teachers lack confidence and knowledge in this subject. ICT is most commonly used for word processing in English and the pupils have produced a range of work including plays and poetry. However, when observed in Year 6, their keyboard skills and their knowledge of basic functions such as centring text were well below those normally found. There are examples of most aspects of the ICT curriculum to be found in the school. For example, pictograms provided evidence of data handling, programmable robots showed basic control technology and the use of sensors was evident when the temperature of a teacher's coffee was recorded. However, these examples are fragmented and not part of an effectively implemented development programme.

68. Observations of word processing work taking place and conversations with pupils showed that they enjoy ICT. Many felt that they did much more difficult ICT work at home. For example, some were clearly able to access the Internet and use E mail more capably than the school's facilities allowed. It was clearly evident that the school's assessment procedures were not good enough to

match work to the pupils' needs. In conversations with the pupils, it was also evident that they regarded ICT as the use of computers. They had little awareness of the full range of the subject and had not considered when its use was appropriate or inappropriate.

69. The school has faced significant technical and accommodation problems when trying to develop this subject. Nevertheless, its management has been unsatisfactory. The recently appointed headteacher is currently acting as ICT co-ordinator. She is well aware of the shortcomings and has produced an appropriate plan to address the issues and improve provision and standards in the subject.

Information and communication technology across the curriculum

70. The use of ICT in other subjects is unsatisfactory. Most use is made of the subject in English where the pupils regularly word process their work. There are examples of the use of ICT in a number of other subjects such as history, DT, art and design and mathematics. However, this work is largely superficial. It is not developed progressively in a way which would effectively assist the pupils' learning in other areas of the curriculum.

HUMANITIES

No geography lessons were seen during the inspection. Inspectors observed one history lesson. Inspectors also spoke to groups of pupils, scrutinised teachers' planning documents and held discussions with subject leaders.

71. In the **history** lesson seen in Years 4 and 5, teaching, learning, standards and achievement were satisfactory. The objectives of the lesson were for pupils to revise their knowledge of explorers and then to have a quiz to assess their learning. In general, the pupils were slow to settle to their work and the teacher frequently warned them to be quiet. They did listen carefully as other pupils read an information sheet to the class and they asked sensible questions about the contents. The teacher picked these up, dealt with them and made good use of a model galleon to make points such as what a crow's nest was. However, the pupils' attention and application were not always ensured and their understanding was not probed in depth. They enjoyed taking part in simple dramatic activities which did develop their historical awareness. Good attention was given to the needs of a pupil with a statement of SEN. This pupil worked on a different but related task with individual support. There was some restlessness when the pupils were asked to read silently. They enjoyed answering questions in the quiz and made satisfactory progress.

72. The limited evidence in **geography** indicates that standards are average. A discussion with Year 1 pupils showed that they were able to express views on a locality's environmental features, for example, to be able to talk about their recent visit to Eastbourne. The visit was well linked to history as pupils talked about bathing machines. The residential visit to Portsmouth by Years 3 and 4 pupils gave them an opportunity to compare and contrast the human and physical features of a locality other than their own. Linked to their history work on Ancient Greece, Year 6 pupils used travel brochures to discuss location, transport links, accommodation, landscape and facilities for a holiday in modern Greece. They are able to explain their views about environmental change and the good and bad effects of tourism. Although they indicate a sound ability to use various resources to research topics like that of choosing a holiday in Greece, pupils' use of information and communication technology for research is comparatively under-developed.

Religious education

Provision in religious education is **unsatisfactory**

Main strengths and weaknesses

- Teaching is very good in Year 2.
- Standards are very high in Year 2 but below average overall.
- Planning of schemes of work across the curriculum is good.
- Teaching and learning in Years 3, 4 and 5 are unsatisfactory.
- Use of information and communication technology is unsatisfactory.

Commentary

73. In Year 2, pupils attain well above the expectations of the locally agreed syllabus. They achieve very well. This includes those who have SEN. Standards of attainment for the pupils in the Year 6, in the lesson seen, met the expectations of the locally agreed syllabus. Standards in Years 3, 4 and 5 are below average. Overall, therefore, in Years 3 to 6, achievement is unsatisfactory. There is very little written work to see, across all years. The requirements of the locally agreed syllabus are not met. Improvement in the subject since the school's last inspection has been unsatisfactory.

74. Overall, the quality of teaching and learning is unsatisfactory. For pupils in Year 2, it is very good. Overall, for Years 3 to 6, it is unsatisfactory although the lesson seen in Year 6 was good. Year 2 pupils are very well informed about the Torah. For example, they know that the scrolls of the Law must not be touched by hand and they know that the pointer is called a yad. However, they also know that it is Hebrew for 'hand'. They are able to name the first five books of the Old Testament and can give a brief idea of what each one is about. This is because of the teacher's knowledge of the subject, her interesting approach and the good use of resources.

75. In Year 6, pupils' understand the importance of the cross to Christians and know the story of the crucifixion and resurrection of Jesus. Their understanding of some of the symbols used in religious places is good. In Years 3, 4 and 5, standards are unsatisfactory. Teachers do not ensure that pupils are challenged enough. The lessons had little for pupils to do, and were too much centred round the teachers' talk. Teachers' knowledge and understanding are unsatisfactory and prevent any development of the themes. For example, in a lesson about what to see in a Roman Catholic Church, pupils gained little knowledge or understanding and were not able to compare or contrast with other denominations in a secure, knowledgeable way.

76. The co-ordinator has revised the schemes of work well, and they are securely linked to the locally agreed syllabus. She leads by example with very good teaching. There is, however, no time to monitor teaching and learning in lessons, although help is offered to all teachers who may feel unsure about the subject. Overall, both leadership and management are satisfactory. The use of information and communication technology is unsatisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was seen in music. No lessons were observed in art and design or DT although inspectors looked at a sample of pupils' work in these subjects.

77. The evidence available shows that standards are average in **art**. Year 6 pupils have developed a sound ability to talk about and compare ideas and methods of painting in their study of various famous artists like, Lowry and Kandinsky. Years 3 and 4 pupils have linked their art work to mathematics and history when designing mosaic patterns and the reflection and rotation of shapes. This has encouraged their visual ideas in art and design to gain information before painting their own pictures. Infant pupils have been encouraged to share their ideas by using a range of materials to tie dye a t-shirt or handkerchief. The older infants looked at commercial picture frames before producing their own decorative frames. The collection of work in art also gives evidence of a 'decoration' morning before last Christmas when all classes participated in making and decorating a variety of Christmas decorations to display around the school. Little evidence was observed of the use of information and communication technology in art and design.

78. A folder of photographs of **design and technology** shows that pupils have opportunities to design, make and then evaluate their work. Year 1, in a healthy food topic, made a collage encouraging all to eat more fruit. Year 2 designed and made wheeled vehicles, fitting in with a history project about transport. They have also made glove puppets and later chose between making a lighthouse or traffic lights. Whichever they chose, the model had to light up. This provided a good link with their work in science about electrical circuits. In Year 3/4, pupils made sandwich snacks and wrote well in their evaluation. "I had difficulty in putting it together and spreading it," wrote one. "It was horrible to taste!" wrote another. Year 6 have made Greek masks to go with their work about the Greek theatre. They are still in the process of decorating them. They used balloons as templates and then covered them with papier-mâché. Overall, pupils learn to choose and list their materials, provide fixing details such as using glue or sticky tape, and design well. They evaluate each piece of work and try to see how they might have improved it. There are good links to other subjects.

79. In the **music** lesson seen during the inspection, the quality of teaching and learning was good. Pupils were seen using tuned and untuned instruments and sustaining a continuous beat throughout a piece of music. Each group took this in turn supported well by the whole class who sang the chorus after each performance. They maintained the beat well and used instruments such as recorders, xylophones and percussion. They learnt a new song and did well in picking it up quickly. In the times when the whole school met together, such as for assembly or singing practice, they sang well. Many of them sign, using Makaton, which makes sure that all pupils are fully included in the assembly. Pupils' response to an inspired initiative for a harvest hymn was very good. They all suggested special foods that they like, such as bananas, juicy apples and even smokey bacon crisps. These were substituted for the real words of 'Thank you Lord', and pupils really enjoyed the singing, showing great enthusiasm. In another singing assembly, they sang the African words to a hymn, and when asked to sing another 'as a prayer' they sang quietly and reverently.

Physical education

Provision in PE is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' standards in swimming are above average
- Most pupils have good attitudes to learning in the subject.
- A swimming pool is available for pupils use in the summer term and a large playing field is close to the school for all year use.
- Pupils' achievement overall is unsatisfactory.
- The statutory curriculum requirements for the dance and gymnastic aspects of physical education are not fully satisfied.
- The inside accommodation and equipment available for physical education is poor.
- The quality of teaching and learning in Years 3 is 4 poor.

Commentary

80. Standards are below average. Pupils' standards in games are similar to those found in most schools. Their swimming standards are above average due to the use of their own pool during the summer term. However, due to the poor accommodation available in the school for dance and gymnastics, standards in these aspects of physical education are below average. Year 6 pupils attend the local Community College for gymnastics every week, but there was no opportunity to observe these lessons during the inspection. The lack of suitable facilities for dance and gymnastics leads to unsatisfactory achievement by all pupils overall.

81. Overall, teaching and learning are satisfactory throughout the school. Three lessons were observed during the inspection, two were satisfactory and one was poor. In the Year 2 lesson, pupils

displayed a sound ability to throw, bowl and catch a ball. Nearly all pupils showed the ability to improve their performance by practice. Year 3 and 4 pupils were very slow to change which resulted in a poor use of time by the teacher. An appropriate 'warm up' session was introduced and the teacher explained the reason for this linking it to science. Although some groups were used to demonstrate throwing and catching a large ball, a significant minority of pupils were inattentive and progress was slow leading to underachievement by most of the class. Year 6 pupils indicated a sound ability to control a large ball with their hands or feet. Given the opportunity to practise their skills they were able to improve their performance. Nearly all pupils showed a good awareness of health and safety factors when performing a 'warm up' or working in groups or small teams. In most of the lessons seen, pupils showed good attitudes to their games activities and were keen to participate and demonstrate their abilities, if given the opportunity.

82. Indoor accommodation and resources for physical education are unsatisfactory. The school hall is very small and confined and there is an absence of fixed climbing apparatus which makes it impossible to satisfy fully the gymnastics requirements of the National Curriculum. Staff make every effort to use the outdoor facilities of the playground and playing field and Year 6 pupils visit the local Community College to use their gymnastic facilities every week. However, provision for the subject is still overall, unsatisfactory.

83. Physical education has recently been co-ordinated by the headteacher who is aware of the shortcomings in the school's accommodation. The playing field has been fully developed leading to an improvement in standards in games. There has been an improvement in the quantity and quality of extra-curricular clubs leading to extra provision for pupils in sporting activities. The management of the subject is, therefore, satisfactory, but, there has been unsatisfactory improvement in the quality of provision since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Overall, the provision for personal, social, health education is **good**.

Strengths and weaknesses.

- The schemes of work are good, and very detailed.
- Citizenship is included appropriately.
- Time is allocated well on the timetable.
- The school's caring ethos is underpinned well.
- Staff require training for 'circle time'.
- There is a need for further staff training in the curriculum for drug awareness and sex and relationships education.

Commentary

84. No overall judgement can be made about standards of attainment or the quality of teaching or improvement since the school's last inspection. In the lesson seen in Year 1, pupils thought about self-confidence and the similarities and differences between each other and achieved very well. Some skilful teaching drew out pupils' own ideas. They began by discussing what is alike and what is different between pupils. Most of the ideas centred round external appearances, but the teacher moved them on to consider things such as colour of eyes, of hair and then the things that they are good at. Some sensitive handling by the teacher of situations where pupils were very shy enabled everyone to celebrate something they were good at.

85. Lessons in PSHE are aimed at helping pupils to learn to respect each other and form good relationships between themselves and with staff. Citizenship certificates are handed out in assemblies and teachers now report to parents about PSHE. The planning is designed to have the

maximum effect on relationships and pupils' understanding of other people's standpoints. This is contributing very well to the ethos of the school.

86. The subject is well led and managed by the co-ordinator. She plans very well and makes sure there is a good progression in pupils' learning as they move up the school. Schemes of work are well developed, and all pupils are allocated a lesson each week on the timetable. A range of suitable topics such as Year 2 pupils thinking about healthy lifestyles, and Years 4/5 pupils considering rules as a whole, and developing some of their own, is covered. Citizenship is included here, and they follow a series of lessons about living in a democracy. Training needs for staff identified by the school include help on how to organise 'circle time'. This is when pupils sit round in a circle to exchange ideas, and learn to listen as well as speak. The staff training in drugs awareness education has also been identified to bring everyone completely up to date with the latest reports and ideas.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).