

INSPECTION REPORT

ST PETER'S CE (AIDED) PRIMARY SCHOOL

Henfield

LEA area: West Sussex

Unique reference number: 126028

Headteacher: Mr N Phillips

Reporting inspector: Mr D Manuel
21090

Dates of inspection: 22nd – 25th April 2002

Inspection number: 195766

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Fabian's Way
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Appropriate authority: The governing body

Name of chair of governors: Mrs C Eastwood

Date of previous inspection: 23rd June 1997

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21090	Mr D Manuel	Registered inspector	Information and communication technology Design and technology Foundation Stage Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13874	Ms J E Chesterfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24019	Mr K Parry	Team inspector	Mathematics History Physical education	How good are the curricular and other opportunities offered to pupils?
25778	Mr A Hicks	Team inspector	Science Geography Music	
2913	Mrs S L Airey	Team inspector	Special educational needs English as an additional language	
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Peter's is a Church of England voluntary aided primary school situated in the village of Henfield, in West Sussex. The school serves the surrounding area which is socially advantaged. Children are admitted aged from 4 to 11. The school has 382 pupils on roll, which is above average for this type of school. There are 68 pupils on the register for special educational needs (18 per cent, below average). One pupil has a statement of special educational need. Eleven children are eligible for free school meals, (three per cent, which is below average) and there are very few pupils from minority ethnic groups. Two children speak English as an additional language but neither is deemed to be in need of extra support. Attainment on entry indicates that children are at broadly average levels for their age.

HOW GOOD THE SCHOOL IS

St. Peter's is a successful school which demonstrates its commitment to providing an inclusive education by having created a strong community approach within the context of the village and the church. Children's achievements, attitudes and wellbeing are at the heart of the school's principles. The headteacher, appointed a year ago, provides very good leadership and a very clear educational direction for the work of the school. Upon his appointment, he carefully analysed the needs and priorities of the school and set clear targets. The recent improvements have resulted in a new positive teaching and learning environment and although there has been insufficient time for these to impact on every subject, standards are rising in a number of them. Much has been achieved but there are still areas for improvement. Taking these factors into account, the school provides satisfactory value for money.

What the school does well

- The headteacher provides very good leadership and sets a very clear direction for the future development of the school.
- Children receive a good start to their schooling in the reception classes.
- Provision for spiritual, moral, social and cultural development is good and results in good relationships throughout the school and pupils' good attitudes and enthusiasm for work.
- There is very good provision for extra-curricular activities, educational visits and visitors to the school, which together enrich the school's curriculum.
- There are good links with parents and the parents themselves have good views of the school.

What could be improved

- Better use should be made of assessment procedures throughout all year groups to track pupils' progress more closely.
- The involvement of subject co-ordinators in monitoring and evaluating standards is inadequate.
- Inconsistencies in teachers' short-term planning do not ensure that the full range of pupils' needs are met.
- Teachers' subject knowledge and expertise in music are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in June 1997. Progress in the identified areas for improvement was unsatisfactory until as recently as a year ago. The new headteacher has brought about significant changes by reviewing established practice and reassessing management procedures. He identified the need for greater staff involvement, a broader and more interesting curriculum, more consistency in teaching and the need for new assessment procedures to track and monitor pupils' progress more closely. Changes in these areas, although taking time to have the required impact, have been managed

well. A positive teaching and learning environment has been created within the school and this has resulted in a shared commitment to improve the quality of education provided for all pupils. Good improvement has been made in raising standards in information and communication technology (ICT) and in design and technology throughout the whole school. However, standards in music remain below expected levels. Teachers' short-term planning has improved in some areas but still remains inconsistent. The roles of some subject co-ordinators have not been sufficiently developed since the previous inspection. New whole-school assessment procedures are in place but there has been insufficient time for them to impact fully on pupils' progress and achievement. In addition to these previous issues, significant improvement has been made in extra-curricular activities and the use of educational visits and visitors to enrich the curriculum. Standards in English and mathematics by the end of Year 2 have improved and standards in art and design by the end of Year 6 have improved. The school has the capacity to improve further.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	A	A	B	C
mathematics	C	A	C	D
science	C	C	C	D

Key

well above average A

above average B

average C

below average D

well below average E

Over the past three years, results have exceeded the national trends in English and mathematics and have been in line with the national trend in science. In tests at the end of Year 2, results have been very high compared to the national average in reading and writing and well above average in mathematics. Reading and writing results for these pupils placed them in the highest five per cent nationally. This indicates good achievement for this particular cohort of pupils from their levels of attainment on entry to the school. Annual targets are set to predict the percentages of pupils who are expected to reach average and above average levels by the end of Years 2 and 6. Targets for the year 2001 were set and results were close to the predictions. However, a year ago, the school identified the need for greater challenge for the higher attaining pupils, as a significant number were not reaching their full potential. Predictions for the current Year 6 pupils show that proportions of pupils attaining average and above average results are expected to be close to previous national standards in English, mathematics and science. Inspection evidence indicates that most pupils achieve satisfactorily, and by the end of Year 6, attain standards which are at expected levels in English, mathematics and science. Standards are also at expected levels in all other subjects except music where they are below expected levels.

Inspection evidence shows that at the start of Year 1, about a quarter of children are likely to exceed expected levels in communication, language and literacy, mathematics and physical development. Almost all are expected to achieve them in all other areas of learning. Pupils in Year 2 attain standards in English which are well above expected levels in reading and writing and above expected levels in speaking and listening. In mathematics and science, pupils attain expected levels. Standards are above expected levels in art and design and are at expected levels in all other subjects except music where standards are below expected levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their lessons. They are interested in learning and keen to get on with their work.
Behaviour, in and out of classrooms	Pupils' behaviour in class and around the school is good and reflects the school's good monitoring of standards.
Personal development and relationships	Relationships in the school are good. Pupils co-operate well with each other in class and play amicably together outside.
Attendance	The level of attendance is in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

The overall quality of teaching is satisfactory. During the inspection teaching was satisfactory or better in nearly all lessons with half being good or better. There are now higher proportions of teaching that are good or better than at the time of the previous inspection. The teaching in the reception classes is good. This enables all children to make good progress in their learning. In Years 1 to 6, there are inconsistencies. The characteristics of the good and better teaching include detailed planning to meet the full range of pupils' needs with clear expectations and good management of behaviour. These factors create a purposeful working atmosphere in classrooms, particularly in the literacy and numeracy sessions. Teachers question and prompt pupils skilfully, ensuring that pupils of all capabilities are fully involved in whole-class discussions. However, in a very small number of unsatisfactory lessons and in some which are satisfactory overall, relative weaknesses include not sustaining the levels of challenge throughout the lesson and missing opportunities to extend pupils' learning beyond the set task. Another weakness is in the quality of short-term planning. The objectives for a few lessons are not precise enough to identify what pupils should learn and there is inadequate use of assessment information to track progress and plan the next steps in learning.

The teaching of English and basic literacy skills is satisfactory. Teachers provide an adequate range of activities that develop pupils' communication skills and engage their interest. Teachers provide good opportunities in other subjects to develop pupils' speaking, reading and writing skills. The teaching of mathematics is satisfactory and mental calculation is a feature of all mathematics lessons. Good links are made with other subjects when pupils are involved in calculating, measuring and presenting information in graphical form. Pupils work well and share ideas to develop their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory range of opportunities provided. The provision for extra-curricular and other activities to enhance pupils' learning is very good and much improved.
Provision for pupils with	These pupils receive good support and make good progress. They have

special educational needs	equal access to all activities.
Provision for pupils with English as an additional language	Provision for these pupils is good and they make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good in all aspects. The good quality has been maintained since the previous inspection. The school's ethos is now well established and strongly promotes tolerance and mutual respect.
How well the school cares for its pupils	The school continues to provide its pupils with good pastoral care. The attention given to pupils' welfare is especially strong.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are satisfactory overall. The new headteacher provides very good leadership and has identified the need to improve the involvement of key staff, which until recently had been unsatisfactory.
How well the governors fulfil their responsibilities	The governors are increasingly more involved in monitoring and evaluating the work of the school and fulfil their responsibilities.
The school's evaluation of its performance	The school effectively uses new strategies for evaluating its performance and has set clear targets for improvement.
The strategic use of resources	Overall, resources are used satisfactorily and support learning in all areas of the curriculum. The levels of staffing are satisfactory and the accommodation and its use are adequate. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school. The school expects children to work hard and achieve their best. Parents feel comfortable about approaching the school with questions or problems. The school is well led and managed. The school is helping children to become more mature and responsible. 	<ul style="list-style-type: none"> Being kept better informed about how their children are getting on. The school working more closely with parents. Pupils' behaviour in school. The provision of a more interesting range of activities outside lessons.

The inspection team endorses all the positive views of parents. With regard to what parents would like to see improved, concerns about being kept better informed and working more closely with parents relate to the school's new arrangements for parent consultations. Although these are now more frequent and at more flexible times, they are held during the day which is inconvenient for parents who go out to work. The school is keeping the new arrangements under review. Some parents are unhappy about behaviour in the school and the provision for extra-curricular activities. In the team's view, these concerns are not well founded. Behaviour in classes and around the school is good, and the range and quality of activities

outside lessons are very good. At their meeting, parents were very pleased with improvements made by the new headteacher.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception classes with levels of attainment which overall are in line with those expected for this age. There are significant variations in these from year-to-year but the trend over the past four years has been that attainment in communication, language and number is usually average or above average and attainment in personal and social development is usually below average. Children make good progress in the reception classes. By the time they enter Year 1, most are likely to achieve the early learning goals in communication, language and literacy, and mathematical development with at least a quarter exceeding these. In personal, social and emotional development, knowledge and understanding of the world, creative development and physical development, most children are likely to achieve the early learning goals.
2. The school's results in the National Curriculum tests in 2001 for seven-year-olds in Year 2, were very high compared to the national average in reading and writing and well above the national average in mathematics. When compared to similar schools, standards are well above average in reading, very high in writing and above average in mathematics. In the national tests in 2001 for eleven-year-olds in Year 6, results in English were above the national average, and in mathematics and science were close to the national average. When results were compared to similar schools, standards were average in English and below average in mathematics and science. In the past three years, results overall have just exceeded the national average. However, a year ago, the school identified the need to get a greater proportion of above average results from the higher attaining pupils, as a significant number were not reaching their full potential.
3. Annual targets are set by the senior management team and the governing body who predict the percentages of pupils who are expected to reach average and above average levels by the end of Years 2 and 6. Targets for the year 2001 were realistic and results were close to predictions. Targets for the current Year 6 pupils show that proportions of pupils attaining average and above average results are expected to be close to previous national standards in English, mathematics and science.
4. Standards are broadly confirmed by the work seen during the inspection which indicates that most pupils achieve satisfactorily and, by the end of Year 6, attain standards which are at expected levels in English, mathematics and science. The school's priorities, aimed at raising levels of achievement, are confirmed by the inspection judgements. This is particularly so of the need to challenge higher attaining pupils to achieve more.
5. Inspection evidence shows that pupils in the current Year 2, attain standards in English which are well above expected levels in reading and writing and above expected levels in speaking and listening. Particular strengths are the confident and expressive reading with high levels of understanding. In mathematics and science pupils attain expected levels. In the other subjects, all pupils maintain satisfactory levels of achievement overall. Standards are above expected levels in art and design and are at expected levels in all other subjects except music where they are below expected levels. This

indicates that since the previous inspection standards have improved in English, mathematics, design and technology and ICT, which previously had been below expected levels. Music has remained below expected levels.

6. The current Year 6 pupils achieve satisfactorily overall and attainment in English, mathematics and science matches national expectations. In all other subjects attainment matches expected levels, except in music where standards are below expected levels. Since the previous inspection, standards have improved in art and design, ICT and design and technology, which were previously judged to be below expected levels. Standards in English have fallen since the previous inspection when they were judged to be above expected levels and music has remained at below expected levels. The improvements in ICT and design and technology are due to better curriculum provision and the better subject knowledge of teachers. All groups of pupils have achieved well over the past year.
7. Pupils with special educational needs receive good support and make good progress in relation to set targets. Pupils with statements of special educational need and those with significant special educational needs make good progress towards their individual targets and work is well matched to their needs. In addition, in certain classes and year groups, good planned provision and teaching and individual help with literacy, numeracy and reading skills where appropriate, is also helping pupils to make better progress. Higher attaining pupils have recently been identified in Years 3 and 4. In the past year there has been a greater emphasis on planning more challenging opportunities to extend their skills. As a result, these pupils make good progress towards higher standards. Pupils who speak English as an additional language make good progress and achieve their full potential.
8. Pupils of all capabilities are given adequate opportunities to develop their literacy and numeracy skills in links with other subjects. This is an improvement since the previous inspection when this aspect was judged to be a weakness. These opportunities were seen to good effect, particularly in history and geography lessons. Good reinforcement of ICT skills was seen in supporting work in literacy, mathematics and design and technology.

Pupils' attitudes, values and personal development

9. The school has been successful in maintaining the good standards evident at the time of the previous inspection. Pupils have good attitudes to their lessons and to the other opportunities offered them by the school. Those who were interviewed, for example, spoke warmly of the many good extra-curricular activities they took part in and the visits they went on. In class, pupils are interested in learning and keen to get on with their work. Occasionally some can be passive learners, expecting their teachers to make all the effort but most are willing to participate fully in lessons and contribute to class debate. In a Year 6 health education lesson, for example, pupils showed maturity and thoughtfulness as they discussed the uses and misuses of drugs.
10. Pupils' behaviour in class and around the school is good. Most understand teachers' expectations for behaviour and follow school routines without question. A few pupils find it hard to behave themselves all the time in lessons but they are well supported by staff so that they do not disrupt others. Lunchtimes are orderly, sociable occasions where pupils display good manners. Outside, pupils respect the rules for the use of playground space and equipment, and obey the staff supervising them. They are helped to behave well by the school's good strategies for managing behaviour,

including the careful organisation of the playground. There has been one exclusion in the past year.

11. Relationships in the school are good. Pupils co-operate well with each other in class and play amicably together outside. They feel that the playground is a safe and happy place. Older pupils keep an eye out for younger ones and help them when necessary, by taking them in for medical attention, for example. Boys and girls get on well together and those from different backgrounds are well integrated. Pupils value and appreciate the differences and talents of others. When individuals performed in assembly, for example, they felt confident about doing so because their peers took them seriously and encouraged them.
12. The pupils respond well to the good provision the school makes for their personal development. Many are eager to develop their skills in sport and the arts through the school's clubs and productions. Many pupils are working hard to present their version of '*Joseph and the Amazing Technicolour Dreamcoat*'. Others have developed their sense of citizenship through the school's good links with the community. Pupils who have placed crosses on the war graves in the local cemetery, for example, have had the chance to find out about those who lived in the village before them and contemplate the contributions they made to society. Many pupils take on responsibility willingly, representing their classmates on the school council, for example, or helping staff by carrying out duties in class or in assembly. Pupils are usually less ready to use their initiative in lessons though, or to take responsibility for their learning. Most prefer to rely on their teachers for guidance.
13. Pupils with special educational needs show interest and sustain concentration. Their attitudes to learning are good and they persevere to make expected gains in learning. Specific targets help pupils to organise their learning, to improve their skills and to raise their self-esteem. Consequently they respond with positive behaviour. Pupils with physical and sensory needs are also very positive towards school and take a full and active part in their learning.
14. The level of attendance at the school is in line with the national average. It is lower than it was at the time of the previous inspection. This is principally because of the increase in the amount of holiday taken during term-time. There is very little unauthorised absence. Punctuality is good. Pupils enjoy coming to school and most arrive on time each day so that the morning session begins promptly and without interruption.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching is satisfactory. During the inspection, teaching was satisfactory or better in nearly all lessons with half the lessons being good or better. Overall standards in teaching are the same as those judged during the previous inspection although there are now higher proportions of teaching that are satisfactory and good or better. The weaknesses previously identified are still present to some degree as teaching is inconsistent across the school. These weaknesses include insufficient planning of different work to match the full range of pupils' needs, unclear learning intentions in some lessons and inadequate use of assessment information to track progress and plan the next steps in learning. However, improving these areas is a priority in the school's action plan.
16. The teaching of children in the reception classes is good. This enables all children to make good progress in their learning. Detailed planning covers all areas of learning and

identifies closely the learning activities for every day in each area. Activities are carefully planned to build on and extend what children already know. The teachers and support assistants know the children well, provide good role models and create good relationships. Adults intervene at opportune moments by posing questions and probing understanding as, for example when children were calculating different ways to make a particular total. There is good use of day-to-day assessment of individual children's responses to identify exactly what they need to learn next. Equipment is particularly well organised so that the children are able to choose from a wide range of resources to support their learning. The sessions are very well organised and provide children with a very good range of suitable activities, which are securely based in structured play.

17. Teaching is satisfactory overall in Years 1 to 6. There are inconsistencies in some classes. The characteristics of the good and better teaching include detailed planning to meet the full range of pupils' needs with clear expectations and good management of pupils' behaviour. These factors create a calm, purposeful working atmosphere in classrooms, particularly in the literacy and numeracy sessions. Teachers are alert to pupils who need additional help and plan good support for them. The relationships between teachers and other adults in these classes are good and have a positive impact on pupils' attitudes to learning, making them keen to get started on their work. Teachers question and prompt skilfully, ensuring that pupils of all capabilities are fully involved in whole-class discussions by phrasing questions in different ways. These particular strategies were used well in a Year 3 lesson, when pupils were looking at ways to plan their ICT work to look at different fields of information. In most lessons, teachers discuss learning intentions with pupils and constantly remind pupils of them as the lesson progresses. This enables pupils to gain a good understanding of the extent of their own learning and how it relates to their specific learning targets. However, in a very small number of unsatisfactory lessons and in some which were satisfactory overall, relative weaknesses include not sustaining the levels of challenge throughout the lesson and missing opportunities to extend pupils' learning beyond the set task. Another weakness is in the quality of short-term planning. The learning objectives in a few lessons are not precise enough to identify the intended steps in learning towards the medium-term targets.
18. In the best lessons, other strengths include good pace being maintained throughout, good subject knowledge and the use of subject-specific vocabulary to extend pupils' learning significantly. This was demonstrated well in a Year 4 dance lesson involving very imaginative and expressive movements related to encounters in Tudor times. In most lessons, resources are used adequately to support the activities. This was very evident, for example, in Year 5 geography work and Year 6 history work with the use of a series of Ordnance Survey maps dating back to 1780 to plot the development of Henfield and areas beyond. Teachers' subject knowledge is used well in the planning of these lessons and good links are made between subjects. These are improvements since the previous inspection.
19. The teaching of basic literacy skills is satisfactory. Teachers are implementing the National Literacy Strategy satisfactorily by providing an adequate range of activities that develop pupils' communication skills and engage their interest. Teachers provide good opportunities in subjects other than English to develop pupils' speaking, listening, reading and writing skills. This is particularly evident in history lessons where pupils' work contributes to their progress in the basic skills of English. Sessions known as circle time, when pupils hold discussions about issues that relate particularly to their personal development, are successfully used by teachers as opportunities for the development of speaking and listening skills. The National Numeracy Strategy is implemented satisfactorily. Number work is satisfactorily promoted and mental

calculation is a feature of all mathematics lessons. Good links are made with other subjects such as science, geography and ICT, when pupils are involved in calculating, measuring and presenting information in graphical form. Pupils' learning is supported well by teachers' good understanding of how skills in one subject can be consolidated by experiences in another subject, as in links between ICT and science. Pupils are positively encouraged to work independently and in pairs, sharing ideas.

20. Teachers make effective use of the good number of classroom support assistants to provide additional instruction and guidance for pupils. Support staff are briefed well and, where they have a specific responsibility for helping an individual pupil, the quality of their guidance is good. These pupils are fully integrated into the activities and supported well in their involvement in asking and answering questions. Planning in numeracy and literacy lessons generally ensures that pupils with special educational needs have appropriate work, related to the targets in their individual education plans. Class teachers and support assistants plan and review the necessary support for these pupils. A good example of this was seen in a Year 2 literacy lesson when pupils were working on questions and answers and how to use the text. As a result of knowing what the learning intentions were, the support assistants were able to ensure that pupils with special educational needs made good progress in understanding how to look for information and answer questions. In a few lessons, however, the work is not sufficiently modified to help pupils with special educational needs to understand what to do.
21. Good provision for the all round development of pupils supports the inclusive approach of the school and results in good relationships throughout the school and good attitudes and behaviour. Homework is set regularly and all pupils have regular practice in the basic skills of literacy and numeracy and this successfully consolidates their learning in lessons.

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

22. The school provides a satisfactory range of curriculum and other opportunities to promote pupils' intellectual, physical and personal development. As a result of recent improvements the curriculum is now reasonably broad and balanced. Equality of access for all pupils is ensured. The provision for extra-curricular and other activities to enhance and enrich pupils' learning experiences is much improved. In addition, there are better links with the community, which have a significant impact on the quality of learning. Improvements in the provision for ICT mean that the statutory requirements of the National Curriculum are now being met in full. This was judged to be a weakness at the time of the previous inspection.
23. Curriculum planning was judged to be a weakness at that time and one of the key issues was concerned with the writing and implementation of schemes of work. While these have been written, the school recognises that there is still work to be done to ensure a regular review of arrangements and sufficient monitoring to ensure that they are being implemented consistently throughout the school. Planning for literacy and numeracy is based firmly on the recommended national strategies and, overall, these are being implemented satisfactorily through the school. However, weaknesses remain, particularly in numeracy where there is a lack of consistency in the use of the three-part lesson. Arrangements for other subjects vary considerably. In some, for example science and geography, national guidelines have been implemented in full although they have not yet been adapted to match the particular needs of the school. In art and design the school has its own planning guidance, while in other subjects such

as history, teachers use the national guidance to supplement their own work plans. Good examples of co-operative planning are evident in some areas of the school ensuring that pupils in the same age group have similar learning experiences.

24. The curriculum is balanced satisfactorily, with literacy and numeracy quite rightly being given the largest proportions of time. The restructuring of the school day has resulted in much more efficient use of teaching time. There has been a concerted effort recently to deal with the concerns voiced by the headteacher on his appointment, and shared by the staff, about the lack of breadth that previously had existed in the curriculum. This had been a matter of concern to many parents also. The introduction of 'special days' and 'focus weeks' for a particular age group, or even the whole school, has added considerably to the breadth of experience offered to pupils. These initiatives have included visiting artists and authors, a mathematics day and a geography day.
25. Pupils with special educational needs receive the same entitlement to the National Curriculum and, apart from a small number of specific group activities, receive their education with the rest of the class. When pupils are withdrawn for a programme of specific skills teaching or work on behaviour improvement, the work is well planned and assessed and care is taken to ensure that pupils are given extra support on return to lessons in order to fully understand the work. The needs of pupils with statements of special educational needs and those with more significant needs are met well and close support is provided for individuals. At the end of each term progress is reviewed and helpful targets are set by the special educational needs co-ordinator (SENCO) and the appropriate class teacher for the start of the new term. All pupils with special educational needs have equal access to extra-curricular activities.
26. In support of its inclusive policy and approach, the school has identified those pupils who are higher attainers in Years 3 and 4 and some talented pupils and has provided a 'very able pupil club' to improve skills in a range of subjects. However, not all pupils who are higher attainers, or gifted or talented, receive appropriate extension or enrichment provision in all subjects.
27. The school makes satisfactory provision for its pupils' personal, social, health and citizenship education (PSHCE). Aspects of this, such as drugs education, are taught well giving pupils the chance to discuss serious issues openly. However, there is no policy and planning for the whole of PSHCE and this means that other relevant aspects are not covered consistently across the school.
28. At the time of the previous inspection the school offered only a limited range of extra-curricular activities. There were no sports clubs or opportunities for pupils to take part in competitive sport against other schools. As a direct result of the headteacher's initiatives, the school now provides a very good range of extra-curricular activities. He is strongly supported by teachers and members of the local community and most parents are appreciative of the school's efforts. After-school clubs and activities include seasonal sporting activities such as football, netball and cricket, a choir and recorder group, an art club for younger pupils and speech, drama and music activities. Pupils take full advantage of these opportunities to develop their intellectual, creative and sporting interests. These activities make a significant contribution to pupils' learning and to their personal development as they learn new skills and meet people other than their classmates in a relaxed and informal atmosphere. Pupils have opportunities to take part in performances that include music, dance and drama.
29. In addition, a very good range of visits and visitors supports and extends pupils' learning in subjects such as geography, history and science. This considerably enhances the

basic statutory curriculum. Recent venues for educational visits have included a Roman villa, the local church and the old railway line. Older pupils have the opportunity to take part in a residential visit that increases their awareness of other localities, helps to extend their skills of social interaction and develops their independence. Visitors to school include the vicar and other church workers, artists, authors and musicians, theatre and puppet groups, museum staff and members of the community, including parents and friends of the school who have supported classroom projects. These activities stimulate pupils' interest and enrich their learning.

30. Good links have been established with the local community in what the headteacher sees as a mutually supportive arrangement. Many of these are recent initiatives in a rapidly developing area. Teachers make good use of the local library, the railway line society and the Brighton and Hove Museum outreach service. The strong links with local churches include regular visitors to assembly and their valued involvement in the programme of extra-curricular activities. Local sports clubs are also involved in the programme. In addition the school is organising local youth groups to participate in the village's Golden Jubilee celebrations. The new ICT suite provides opportunities for parents to learn technological skills. Positive and supportive relationships with the local newspaper help to reinforce the school's status in the community.
31. Good relationships are created with other educational institutions. Visits to local pre-school providers ensure the smooth admission of children into reception classes and older pupils are well prepared for their transition to secondary school at the end of Year 6. The network of local primary headteachers is based on the local secondary school and provides a useful forum for the exchange of ideas. It also includes opportunities for other members of staff to meet, including subject leaders, the SENCOs and Year 6 teachers.
32. The spiritual, moral, social and cultural development of the pupils is good overall and standards have been maintained since the previous inspection. Led by the headteacher, the school's ethos strongly promotes tolerance and respect for self and others and good strategies have strengthened these qualities.
33. The spiritual development of the pupils is good. There is due awareness and understanding of pupils' own and others' beliefs in order to live in harmony with one another and the school works hard to support and include pupils from different backgrounds. Within classes, teachers take advantage of opportunities within their lessons to reflect upon experiences and the work and success of others which supports spiritual awareness. An example of this was seen in an English lesson about rocking horses where pupils with special educational needs were encouraged to extend their vocabulary and, when successful, were applauded spontaneously by the rest of the class. In an assembly, older pupils congratulated a young pupil with an obvious talent for a drawing she had completed for the Jubilee celebrations and her talents were recognised and valued by the school. Within the school there is recognition of the need to provide opportunities for pupils to appreciate the feelings of others. Music appreciation and provision to enhance pupils' spiritual opportunities still further is underdeveloped.
34. Provision for the moral development of pupils is good. Pupils are encouraged to appreciate the opinions of others. They know right from wrong and demonstrate courtesy and consideration to each other based on clear codes of behaviour. Pupils have class rules and these are clearly displayed. There is some inconsistency in applying the rules, which impacts upon behaviour in a small number of classes. Adults in school are good role models for pupils. They treat pupils with respect, fairness and honesty and there are opportunities for good-hearted fun and humour. Pupils are

encouraged to value the good relationships and this helps to achieve the good standard of behaviour that is expected of them. Pupils are allowed access to most areas of the school during break and lunchtime and respond well to the trust shown in them by behaving responsibly. Pupils with special educational needs are respected and feel well supported by other pupils in the school. In lessons and assemblies teachers work with pupils to consider issues about right and wrong and the consequences of certain actions. Pupils are given the opportunity to think about issues such as the effects of pollution on the environment and why they need to think before they speak in order not to hurt others with their words.

35. Provision for social development is good. Teaching and non-teaching staff expect good standards of behaviour and pupils are encouraged to show good manners when moving about the school from lesson to lesson. Teachers encourage pupils to raise their hands to speak, not to call out when others are speaking and to be polite when asking questions. An example of this was seen in a small group social skills lesson when pupils were learning how to greet people and how to behave when listening to others. There are many opportunities in lessons for paired and group work. There is good collaboration and respect for one another and pupils are given some opportunities to take responsibility and demonstrate initiative. There is a strong sense of community fostered by the headteacher and other staff. The school council provides opportunities for pupils to represent the views of others and negotiate issues and problems identified by pupils, for example contributions to the development of the outside play area. Pupils are also asked for ideas for fundraising for charitable events and given responsibility for carrying them out. Pupils have made good contributions to charities such as 'Red Nose Day', 'Operation Christmas Child' and 'Jeans for Genes'. The school provides a number of visits, residential experiences, clubs and sporting events, to enable pupils to develop their social skills and to understand the need for rules. The school is working hard to encourage pupils to adopt a sense of responsibility towards their community and to fulfil their role as good citizens in society.
36. The cultural development of pupils is good. One of its best features is the provision of a wide range of experiences. After-school clubs and lunchtime clubs are extensive and help to nurture particular gifts related to different cultures through drama, art, sport and music. Links with the nearby sport centre and visits to places in the locality, such as the church, help pupils to extend their interests and to understand their immediate cultural heritage. There are opportunities for pupils to study their own culture and the culture of others in religious education, English, history, geography, and art and design. In English, the school is encouraging pupils to make use of the library to support personal reading and has invited visiting authors to talk about their work. In history the school makes good use of school records dating back to 1870 to help pupils understand the history of the school and the changes in schooling in England over time. In art and design, pupils work on textiles is based on artistic images from other cultures such as fabrics from Guatemala and prints from other cultures. In English, pupils enjoy listening to stories from other cultures such as '*Sivitri - the Princess who walked with Death*' where the teacher gave a clear explanation about the similarities and differences in traditions in Indian culture.
37. The school values its whole community, and the ethos of the school, the support and care for all pupils and the provision for spiritual, moral, social and cultural development results in good personal development and relationships.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school has continued to provide its pupils with good pastoral care since the time of the previous inspection. The attention given to pupils' welfare is especially strong. This

is because the school makes very good use of its clerical assistant to look after pupils who are ill or injured and to maintain an overview of their health and wellbeing. Daily routines such as break and lunchtime are well organised and run smoothly and this helps the pupils feel safe and secure at school. Pupils feel that the school is a good place to be. Staff know the pupils well and do their best to support them effectively.

39. Arrangements for child protection are satisfactory. The headteacher has responsibility for this and the school follows recommended guidelines. Health and safety matters are appropriately managed. The school has suitable procedures for reporting and addressing any concerns which arise. First aid is very well handled by the school. The combination of well trained staff and purpose-built facilities means that pupils are treated very well. There is close liaison with parents, both by telephone and letter. Very detailed records of absence are kept so that any patterns of accidents or illness for individuals and classes may be identified.
40. The school has good systems for promoting and monitoring attendance. These have helped to keep attendance at or above the national average since the time of the previous inspection, despite the impact of the general increase in term-time holidays. All absences are followed up every day. This not only enables the school to account for absentees, but also reassures parents that they will be quickly informed if their children do not arrive at school. It is a good example both of the school's care for its pupils' wellbeing and of its efforts to work closely with parents. The education welfare officer regularly takes assemblies at the school in order to remind children about the benefits of good attendance and to present certificates to those who have achieved it.
41. Behaviour is well managed. The new merit systems have been introduced well, so that pupils understand clearly what is expected of them and what will happen if they fail to meet the school's high expectations for their behaviour. Most teachers control their classes effectively, which means they waste little time establishing order in lessons. In the best lessons, teachers are skilled at managing pupils who have behaviour difficulties. Outside in the playground, thoughtful organisation helps pupils to behave well and specific areas are designated for different activities and rotas have been established for using the equipment. This reduces arguments and tensions at break and lunchtime. Any instances of bullying are taken seriously and dealt with thoroughly. The school makes every effort to involve parents in such cases. Pupils feel confident that any problems in the playground will be resolved by staff.
42. The school has well established links with outside agencies to ensure that pupils with special educational needs receive any additional help required. Individual education plans have intended learning outcomes that are clear and precise and easy to measure. However, teachers could make better use of the targets and assessments when planning work for these pupils. The requirements of statements and arrangements for annual reviews are fully in line with the new Code of Practice. Pupils with medical and sensory needs also have their needs met and the school has established care routines for these pupils. The ethos of the school is supportive of inclusion and pupils' attitudes and behaviour are improved by the positive nature of the school's links with parents and the community.
43. Procedures for monitoring pupils' progress were unsatisfactory at the time of the previous inspection. Following the appointment of the new headteacher, a new policy for assessment has been introduced. This sets out a good framework for monitoring pupils' progress in National Curriculum subjects. The recording systems that accompany it are just being established and are best developed in English and mathematics. In these subjects there is some good practice in using assessment

information to identify pupils' learning strengths and weaknesses and to set targets for improvement. However, this practice is not widespread enough at present. In other subjects, recording systems linked to curriculum learning objectives are being developed but their use has barely begun. There are insufficient consistent procedures for checking the progress and attainment of pupils. In some subjects, the co-ordinators do not have a clear enough picture of the full range of attainment across the age range. A year ago, the school recognised that existing assessment procedures were weak. The new systems are a good start, but need further development to provide teachers with the level of detail they require if they are to make effective use of assessment information when planning the curriculum and setting targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents have very positive views of the school and feel that there have been many improvements since the new headteacher took up his post. Parents feel that staff are approachable, and that their children are happy at school.
45. The school's links with parents are good. During the last year, the headteacher has brought in some very good new initiatives designed to inform and involve parents more and so strengthen the partnership between school and home. Parents' views are sought through questionnaires and through the good new system of class representatives. Parents are kept well informed about the work their children will be covering through regular meetings and through the very good half-termly curriculum information leaflets sent out by each class teacher. This is a good improvement since the previous inspection when there was a lack of consistent information on the curriculum. Information for parents is good. The prospectus is very helpful and contains all statutory requirements. The new series of leaflets for parents explaining school policies on areas such as special needs or bullying are similarly useful.
46. Reports to parents on their children's progress are good. They focus appropriately on pupils' attainment and the new format to be introduced this summer ensures that pupils' efforts, levels and targets are also included. This means that parents will have a clear picture of how well their children are doing and what they need to do to improve further.
47. Parents make good contributions to the work of the school and to their children's learning. Most support their children by hearing them read at home and making sure that homework is completed on time. Some give their time to the school as classroom helpers, parent governors or members of the parent-teacher association. They work hard for the school and this is greatly appreciated. The school is also skilled in harnessing parents' individual talents in areas where they are particularly needed. A good example of this has been during the development of the ICT suite, where parental expertise has been of benefit to staff, pupils and other parents.
48. Parents of pupils with special educational needs are involved in annual reviews and are kept well informed about progress generally, as part of the reporting to parents system. Information regarding individual education plans is sent home regularly about progress and new targets. The school welcomes parents at all times and when planning targets for pupils with special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school provided by the headteacher, senior staff and governors are satisfactory overall. The headteacher provides very good leadership and a very clear educational direction for the work of the school, setting

clear priorities and targets. Upon his appointment, the headteacher carefully analysed the needs and priorities of the school. He identified the need for a broader and more interesting curriculum, greater consistency in teaching and the need for assessment procedures to track and monitor pupils' progress more closely. These changes, although taking time to have the required impact, have been managed well. Together with his deputy, the headteacher has created a positive teaching and learning environment within the school. This has resulted in a shared commitment to improve the quality of education provided for all pupils in the school. The headteacher reports also on the positive impact of a series of visits by all staff to schools 'that had specific features of good practice that we had identified as a need'.

50. New monitoring procedures of teaching and learning have enabled the headteacher and the deputy to begin to share the best practice for the benefit of all. The senior management team is involved and committed to further improvement of the school and an extra member of staff is soon to be added to represent the views of the middle year groups. The co-ordinators for English and mathematics manage their areas of responsibility satisfactorily and have begun to make necessary contributions to improve the curriculum planning. The effectiveness of the literacy and numeracy strategies has improved due to better monitoring in the past year. Other subject co-ordinators are at different stages of development, following a relative lack of involvement prior to this year. There have been significant improvements by the senior management team and governors in the managing of developments in ICT, with the opening of the new computer suite and the effective use of funding to improve the resources and their impact on teaching and learning. The management of special educational needs is good and the resources allocated for these pupils are used efficiently. Arrangements for complying with the new Code of Practice are good. A designated governor for special educational needs works closely with the SENCO and is actively involved with the school.
51. Most of the governors have been appointed within the past two years. They have become increasingly more involved and effective by monitoring and evaluating spending decisions well. They have a good understanding of their strategic role. The new school improvement plan has an important strategic place in identifying a range of short- medium- and long-term priorities and targets very clearly, focusing on improving the quality of teaching and learning. Individual governors play a full and active part in the life of the school. The governors fulfil all their statutory responsibilities and help to foster good links in the community.
52. The school's aims and values are very relevant and well communicated to staff and parents, reflecting the positive team commitment among staff and governors. The school promotes good relationships and these are valued by parents. Provision for children in the reception classes is managed very effectively and positively influences their learning. There are good procedures for admitting children and they settle quickly into class routines. The school places great importance on equal opportunities for all pupils in its aims and inclusive approach.
53. The school has a good number of qualified and experienced teachers to meet the needs of all pupils and cover the full requirements of the National Curriculum. They work well as a committed team and this enhances the school's open and caring approaches well. Monitoring is becoming more closely linked to the school's own appraisal procedures, which meet statutory requirements for performance management. Staff have considerable individual strengths in subject knowledge and these are being increasingly shared to contribute to whole-school development in the curriculum and teaching. Induction procedures are good and new members of staff,

including newly qualified teachers, feel well supported when they join the school, enabling them to settle quickly and successfully into their new roles.

54. Teachers and pupils are well supported by a good number of well trained and effective learning support assistants. They make valuable contributions to the work of the school and in particular to the good progress made by pupils with special educational needs. All staff have received computer training and some staff have undertaken further training of their own. This is another significant improvement since the previous inspection. Support staff and lunchtime staff organise a wide range of play activities at playtimes and this adds to pupils' enjoyment tremendously as well as encouraging their social interaction. The efficient administrative staff, meals supervisors, caretaker and cleaners are valued team members and contribute significantly to the smooth running of the school.
55. The accommodation is adequate to meet the demands of the curriculum and the needs of the pupils. There have been some good improvements since the previous inspection, namely that the hall and libraries are no longer used as thoroughfares. In response to an identified weakness, a new unit has been provided for the reception classes. The Foundation Stage children also now have access to a secure outdoor play area at all times. The newly created computer suite means the teaching of ICT skills can now be undertaken in an effective learning environment. The school makes good use of additional space outside classrooms to support learning. There are good outdoor break-time areas and a large playing field. The premises are clean and well looked after. However, two classes still have to be housed in mobile units in the playground, which have no toilets. This means that pupils have to use the facilities in the main building which wastes teaching time and is particularly inconvenient in bad weather.
56. Learning resources are satisfactory overall and effectively support all areas of the curriculum. There has been a great improvement since the previous inspection in the provision for ICT, which is now good due to the construction of the computer suite. This is well equipped with an increased number of computers enabling all pupils to work individually or in pairs to improve their skills. In addition, all classes have at least one computer. This provides pupils with regular opportunities to reinforce their technological skills and, as a result, standards are rising. Resources for children in the Foundation Stage have improved, including the equipment for outdoor play and physical development. Resources in geography are effectively supplemented by the local topic loan service. Resources are well organised and easily accessible.
57. The overall efficiency of the school is good. The school has improved the standards of financial planning reported at the time of the previous inspection. The new headteacher and governors have developed suitably structured and systematic procedures that effectively support the school's educational priorities. This is a process that now involves all members of staff in an annual review of the work of the school in order to identify and agree future priorities. Good use is made of new technology in all aspects of school life to improve efficiency levels and to support the curriculum. Specific funding, such as the national funding for ICT, has been used efficiently and resources acquired are used effectively to support teaching and learning.
58. The school successfully applies the principles of best value for money and has recently been involved in consulting and involving all those concerned in decision-making about spending, including staff, parents and pupils. Full consideration is given to alternative providers for services and resources in order to acquire cost- effectiveness and, as a result, money is spent carefully. The school's day-to-day financial controls and

procedures are good, enabling the headteacher and governors to closely monitor and evaluate spending decisions, such as the provision of extra teaching support in Year 6 mathematics. The most recent financial audit took place two years ago and raised a small number of minor points which have been resolved.

59. Taking into account the average levels of attainment on entry, the satisfactory achievement by pupils leaving at the end of Year 6, the standards attained, the satisfactory teaching and learning which take place, the average unit costs and the very good leadership provided by the new headteacher with the capacity for further improvement, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to raise standards and further improve the quality of education provided, the governors, headteacher and staff should:
- (1) provide more challenge to raise levels of attainment, particularly by the higher attainers, by developing the new assessment procedures to ensure that there is consistent use of them throughout year groups, to track pupils' progress more closely; (paragraphs 4, 26, 43, 88, 98, 114, 130, 132)
 - (2) increase the involvement by subject co-ordinators in monitoring and evaluating standards and developments in their subjects to share good practice and ensure greater consistency in teaching; (paragraphs 50, 78, 88, 98, 104, 116, 140)
 - (3) improve the consistency of teachers' short-term planning to ensure that they identify clear learning objectives to meet the full range of pupils' needs; (paragraphs 15, 17, 88, 96)
 - (4) raise standards in music by improving teachers' subject knowledge and expertise. (paragraphs 5, 131, 134)

It is acknowledged that the school is aware of these areas and has identified strategies to improve them in the latest school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	27	34	4	0	0
Percentage	0	14	36	45	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	377
Number of full-time pupils known to be eligible for free school meals	N/A	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	68

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.6

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	32	26	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	29	30
	Girls	25	25	25
	Total	55	54	55
Percentage of pupils at NC level 2 or above	School	95 (86)	93 (86)	95 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	29	30
	Girls	25	24	25
	Total	54	53	55
Percentage of pupils at NC level 2 or above	School	93 (88)	91 (88)	95 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	27	27	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	17	26
	Girls	24	22	25
	Total	47	39	51
Percentage of pupils at NC level 4 or above	School	87 (91)	72 (78)	94 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	18	25
	Girls	22	23	24
	Total	43	41	49
Percentage of pupils at NC level 4 or above	School	80 (89)	76 (78)	92 (87)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	330
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.7
Number of pupils per qualified teacher	24
Average class size	26.9

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	158

Financial information

Financial year	2000/2001
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	£
Total income	708,477
Total expenditure	707,833
Expenditure per pupil	1,898
Balance brought forward from previous year	23,674
Balance carried forward to next year	24,318

Recruitment of teachers

Number of teachers who left the school during the last two years	5.4
Number of teachers appointed to the school during the last two years	6.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	382
Number of questionnaires returned	141

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	45	4	2	1
My child is making good progress in school.	34	56	5	3	2
Behaviour in the school is good.	22	55	15	6	3
My child gets the right amount of work to do at home.	28	59	9	1	4
The teaching is good.	43	47	3	1	6
I am kept well informed about how my child is getting on.	24	44	28	4	0
I would feel comfortable about approaching the school with questions or a problem.	60	34	5	1	1
The school expects my child to work hard and achieve his or her best.	37	59	2	1	1
The school works closely with parents.	25	52	17	3	3
The school is well led and managed.	45	45	4	1	5
The school is helping my child become mature and responsible.	35	54	6	1	3
The school provides an interesting range of activities outside lessons.	30	50	16	2	2

Individual rows may not total one hundred due to rounding up or down in the percentages.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. The majority of children start in the reception classes in the September following their fourth birthday, others begin at the start of the spring or summer term. They attend part time initially, and by the summer term all children attend full time. Attainment on entry varies significantly from year to year, but over time is broadly average in all areas of learning. Attainment in communication, language and number is usually average or above average and attainment in personal and social development is usually below average. All children achieve well and make good progress in the Foundation Stage. They make particularly good progress in early reading skills and in the number aspect of mathematical development. As a result, by the end of the reception year, most are likely to achieve the early learning goals in communication, language and literacy and mathematical development with at least a quarter exceeding these. In personal, social and emotional development, knowledge and understanding of the world, creative development and physical development, most pupils are likely to achieve the early learning goals.
62. The quality of teaching is good. This is an improvement from the previous inspection when teaching was reported to be satisfactory overall. The classrooms are welcoming with attractive displays which celebrate the children's work and shows them how much their work is valued. Equipment is particularly well organised so that children are able to choose from a wide range of resources to support their learning. Teachers and their classroom assistants work together well, intervening at opportune moments by posing questions and probing understanding. This allows children to develop skills at their own levels of need. The sessions are very well organised and provide children with a very good range of suitable indoor and outdoor activities which are securely based in structured play. All adults working in the reception classes know the children well and use this knowledge to plan and deliver lessons successfully.
63. Detailed planning identifies closely the activities for every day in every area of learning within the class. Activities are carefully timed so that the pace of the day is maintained. Assessment procedures are very good and identify exactly what the children have achieved and what they need to learn next. Parents give good support in the classrooms, regularly giving quality time to children by hearing them read and supporting them in practical activities. Induction procedures are very good. Parents and children have good opportunities to get to know staff before they start school through visits to the classrooms. The outdoor area is used regularly for small groups of children to develop their physical and social skills. Good routines and work habits are established as soon as children enter the school. Consequently, all children are familiar with classroom rules and procedures and make good progress in developing basic social and academic skills.

Personal, social and emotional development

64. Most children are likely to achieve the early learning goals in this area of learning by the end of reception. Children learn to develop good self-help skills through quiet encouragement, for example as they change clothes before and after physical activity lessons. All children do this competently and show good levels of independence. Children show good self-care skills when moving about the classroom and the school. This is reflected in the confident way in which they find their own space and develop

their own sequences of movement in gymnastics. Teachers provide good opportunities for children to play suitable games, encouraging them to learn to take turns and share equipment during indoor and outdoor activities. Skills of co-operation are developed further through structured learning activities. For example, in the 'vet's surgery', children act out various roles in pretend situations seeing to the needs of 'visitors with their sick animals'.

65. Children develop secure relationships with others and learn to communicate with each other in positive ways through speech, actions and writing activities. The very good start that children make in their personal, social and emotional development is reflected in the very good relationships, attitudes and personal and social development found in the reception classes. Adults use positive encouragement and this is reflected in the high self-esteem and confidence that the children develop quickly. All the children's answers and comments are received positively and welcomed by all adults working in the classroom. When one child gave a wrong answer to one particular question, the teacher sensitively involved everyone in explaining the question again. All children are willing to attempt new activities and this gives them good opportunities to find out what they can and cannot do.

Communication, language and literacy

66. Most children are likely to achieve the early learning goals in communication, language and literacy and about a quarter are likely to exceed them. The quality of teaching is good. The teachers and teaching assistants successfully encourage children to talk about their personal experiences and they do so, confidently and happily, using appropriate language. Questions are used well to inspire children to talk freely about their work and to comment about stories they have heard. As a result, children often use correct vocabulary. Thinking skills are developed well through focused questions and prompts. The role-play areas, such as the surgery, provide good opportunities for children to talk together in focused activities that are carefully planned to promote the use of specific language.
67. Children make good progress in developing their early reading skills and habits due to good teaching of reading, particularly the teaching of phonics (letter sounds). Planning is structured and closely follows the national guidelines. This means that children learn new initial and end sounds in a progressive way. Stories are carefully chosen to match children's interests and give good opportunities to learn about the way stories are structured, as well as learning to recognise key words by sight. Children quickly develop into confident readers who talk at length about their favourite stories. They ask and answer questions about their work indicating the good thinking going on during their learning.
68. The teaching of writing is effective. Children make good progress in developing their writing skills. Many suitable opportunities are provided for children to write about the things that interest them, for instance their pets. They make good attempts at spelling the words they do not know using their knowledge and understanding of letter sounds and names to help them. They all write their first names unaided, forming most letters correctly. The well-structured teaching in this aspect of learning is reinforced when writing about animals that might have been in the ark. One child who had already written, 'A crocodile is green. It has got a big tail,' added verbally when asked about it, 'And it bites people'.

Mathematical development

69. Most children are likely to attain the early learning goals in mathematical development, and about a quarter are likely to exceed these levels by the end of the reception year. Good teaching ensures that different challenges are matched to children's needs based securely on assessments of their previous experiences. Particular emphasis is placed on teaching children to count and recognise numbers. This is done effectively through the use of number tracks to which children regularly refer and the provision of different resources, such as coloured beads and other equipment, to help their learning. Well structured activities make sure that children get regular opportunities to read, order and count groups of objects accurately up to ten and sometimes beyond. This was demonstrated well when children were involved in activities based on the story of Noah's Ark. In relating to the animals going in two-by-two, they made mental calculations, counted on in twos to twenty and doubled twos and fours successfully.
70. Children have a good knowledge and understanding of regular shapes such as a circle, square, rectangle and triangle, and develop suitable language for describing the size and position of objects. They also effectively develop their mathematical ideas when sorting pictures of animals according to their coverings such as skin, feathers and fur. They talk about and recognise similarities and differences in characteristics and size. When threading beads, they correctly identify patterns of colour in twos and threes and recognise other shapes such as oval and diamond. Children's learning is effectively supported through these well planned activities involving interesting tasks and spontaneous play.

Knowledge and understanding of the world

71. Most children are likely to attain the early learning goals by the end of the reception year. Effective teaching through carefully planned themes and activities helps children to learn about the world in which they live. For example, as part of an investigation into spring, the classroom science table and displays showed a good range of interesting objects related to the theme. Some of these had been made by the children, such as frogspawn made from bubble-wrap and balls of black paper. Children's knowledge and understanding about the life cycle of a frog, the laying of the spawn and the changes that take place in the life of a tadpole, were significantly extended by their interest in the tasks. As a result of the teacher's close questioning, when looking closely at different species of flowers, the children identified correctly the petals, stem, leaves and roots.
72. Children's knowledge is effectively reinforced through links with science, geography, history and ICT. Children use computers regularly and know that these function by using sound, text and pictures. Children confidently use the mouse control, for example to dress a teddy bear in a particular order and to their own preferences. They also develop early skills in using the keyboard letters to type questions about animals for other children to answer, such as, 'It has a tail, whiskers and claws, what is it?' Children in reception also have access to the new computer suite and learn how to access an art program to create their own rainbow and use 'fill' and 'spray' controls to colour the bands of the rainbow in the correct colours and sequence.

Physical development

73. By the end of the reception year, most are likely to attain the early learning goals and a majority are likely to exceed these. Teachers plan sessions for all reception children in

a rota and enable them to enjoy their learning through a range of indoor and outdoor activities. A climbing frame is erected permanently in one of the reception classes with due attention paid to safety in the form of soft landing mats. Children have a good awareness of space around them when using the frame and play safely and spontaneously together, finding different ways to move round, under and through parts of it. They move confidently into new spaces, giving due consideration to their own and others' safety and move freely in different ways such as climbing, sliding, crawling and twisting. Regular sessions in the hall extend these skills further through well organised and focused activities, which develop the children's balancing, hopping, and jumping skills. In describing what they are doing, the lessons contribute effectively to their speaking and communication skills. Children also enjoy the use of large wheeled toys and show good control over these. These activities support their personal and social skills of sharing and taking turns.

74. Suitable emphasis is given to developing hand control through early drawing, writing and painting skills. As a result of the suitable opportunities provided for writing, most children have a firm pencil grip and form most letters correctly. They also show good control when using the computer mouse to carefully colour spaces between the lines of the rainbows that they have designed.

Creative development

75. Children make good progress in their creative development and most are likely to achieve the early learning goals by the end of the reception year. In response to the well planned and stimulating experiences provided by the teachers, children have a good knowledge of colours. They build on this good understanding and mix tones to match particular shades of colour. The pictures of flowers painted for the classroom display about spring were of good quality. The accurate shape and size of the leaves reflected the close observational skills the children are developing and, as a result of the sensitive prompts by the teacher, other parts of the daffodils, such as roots and bulbs were added and enhanced the delightful display.
76. Children enjoy working with the good range of construction kits to make model toys and vehicles. Early investigation and exploration skills are taught well through a good range of activities. In one activity, children had looked at a picture of a cat painted by Karel Appel. Thinking that it looked rather a 'crazy' cat they used a computer program creatively and imaginatively to design their own pictures in the same style, calling them *Crazy Cats*. The children sing regularly and enjoy different aspects of music. Teachers provide good opportunities to introduce children to music from different cultures, such as South American and African. Children listen carefully, sing suitably tunefully and clap rhythms in time with the beat.

ENGLISH

77. By the end of Year 2, pupils' standards are well above average in reading and writing and above average in speaking and listening. This represents good improvement since the previous inspection. When pupils join Year 1 their communication and literacy skills exceed national expectations. They achieve well between then and the end of Year 2 because teachers use the National Literacy Strategy effectively and place a strong emphasis upon developing pupils' skills. In Year 2 teachers have high expectations of pupils' use of vocabulary and punctuation, and provide good opportunities for pupils to develop their ideas on paper. Pupils who have special educational needs also benefit from these strengths and make similar good progress.

78. By the end of Year 6, pupils' standards in English are average. This represents a slight decline in standards since the previous inspection. Overall, most pupils make satisfactory progress irrespective of gender, ability or ethnicity. Until recently there were very limited opportunities for the subject co-ordinator to monitor teachers' plans and lessons. There are still inconsistencies in the quality of English teaching but they are recognised by the senior management team who are well placed to develop teaching and so raise standards.
79. By the end of Year 2 pupils' standards in speaking and listening are good. In lessons younger pupils listen closely to their teachers and volunteer confidences in class discussion such as, 'When I'm about twelve I'm going to be a pop-star'. During the inspection pupils readily engaged in conversations with inspectors and the most confident of them shared jokes. In one lesson in Year 2, a girl confided to an inspector that she was writing about '...a piece of magic..'. When asked what this looked like she considered thoughtfully and then explained, 'It's round and pink and purple'. Pupils shared ideas sensibly together in pairs before beginning to write about old toys that they had seen and handled in a previous history lesson.
80. Standards in speaking and listening are at expected levels by Year 6. Pupils listen to adults carefully and respond with relevant answers and reasonable detail. However, while most pupils have a wide and varied vocabulary when they are writing, they do not use this readily when speaking. They rarely develop their ideas fully. There are too few planned opportunities to extend pupils' speaking and listening skills throughout the school through the use of drama, debate and role-play. However, new strategies are being put into place to improve these areas.
81. By the end of Year 2, most pupils attain standards in reading that are well above average. Pupils use their good understanding of letter sounds effectively and willingly to read new and unfamiliar words. Most are confident in tackling words that begin with two consonants, such as 'gr' and 'sl'. They read confidently and expressively with a good level of accuracy. Their understanding is very good. More than half of the pupils have the skills and confidence to identify humour in what they have read and refer back to the text in order to quote it. On occasions their choice of humour demonstrates a very mature appreciation of the book. For example, one boy desperately wanted to share his thoughts about the sentence he was reading, 'He didn't drive a car because of being nervous of technology' and though laughing, he explained with impressive success why this appealed to him.
82. By the end of Year 6, standards in reading are average. Pupils read accurately, fluently and with a secure understanding of the books they are reading. They begin to discuss how characters may feel, or what motivates them. However, they seldom volunteer these ideas, but rather share them in response to adults' questions. Most pupils have a reasonably positive attitude to books and reading and are beginning to identify their preferences, although they are quite reluctant to predict how a plot or character might develop. They have a satisfactory understanding of how to locate information in the library and, when prompted, demonstrate that they understand how to use the 'contents' and 'glossary'. Most pupils keep their own reading diaries that record what they have read. The quality of their evaluations varies considerably in classes. The need to extend higher attainers in these areas has been identified by the school.
83. By the end of Year 2, standards in writing are well above average. Most pupils have a very good understanding of how to organise a piece of creative writing. In one very good lesson, pupils began to plan and write their work in paragraphs. They are skilled at expressing themselves and demonstrate a mature awareness of the reader and the

value of impact with opening lines such as, 'Once upon a time, probably when you weren't even born' or 'One day the beautiful doll awoke in darkness' Most pupils are ambitious in their very confident knowledge of sounds. For example they attempt spelling 'Australian' independently and their justifiable errors demonstrate that they are developing a very good understanding of spelling rules.

84. By the end of Year 6, standards in writing are average. There are significant strengths in pupils' use of vocabulary and expression. They are clearly enthused by opportunities to develop their ideas into 'books' and inspired by history topics. History provides good opportunities for pupils' creative and expressive writing, and these links enhance both subjects. However, very creative language exceeds pupils' skills in handwriting, spelling and punctuation. This is because teachers are far more consistent in urging pupils to use an interesting vocabulary or turn of phrase, than they are in ensuring that they write clearly and spell accurately. For example, a pupil in Year 4 showed a lively style when writing about the Spanish Armada, 'The Spanish were in deep trouble because when they sailed off they meet a storm with lightning and thunder.'
85. Although staff have recently agreed a shared approach to handwriting and spelling across the school, there are still inconsistencies in teachers' expectations and their approach to marking. An analysis of pupils' previous work supports the views of senior managers that teachers do not consistently reinforce shared and similar expectations of these skills in English and in other subjects. While the school does implement the policy that all pupils will use a fluent, joined style of writing, teachers do not have sufficiently high expectations of pupils' standards of presentation and levels of neatness.
86. Staff have recently and successfully worked together to plan for English to link with other subjects. Pupils use their reading skills appropriately to read, for example, mathematical problems. They write scientific reports in a suitable style and use their literacy skills effectively in subjects such as geography and design and technology. They use computers to wordprocess their work successfully. Support staff use computers effectively to help pupils with special educational needs in order to improve their spelling skills. However, the school does not plan in a systematic way to ensure that pupils' speaking and listening skills are developed in all subjects.
87. The quality of teaching is good overall for pupils between Years 1 and 2 and satisfactory overall for pupils between Years 3 and 6. When teaching is very good it is characterised by high expectations and is planned very effectively to meet the needs of all pupils. Teachers ask challenging questions that inspire pupils such as those in a Year 6 lesson, who were studying the features of autobiographical writing using '*The Diary of Anne Frank*'. However, too often there are weaknesses in planning to meet the needs of different groups of pupils. When pupils' needs are not met, a significant minority do not persevere with their work independently. They become fidgety and restless and do not achieve as much in the lesson as they should.
88. There has been a lack of leadership and management of the subject until recently. The school has made insufficient improvement until the past year in developing ways of assessing and recording what pupils know, understand and can do. Consequently, not all teachers have a clear understanding of how to plan for each pupil's future learning. Inevitably this means that not all teachers share specific learning intentions with pupils. However, the co-ordinator has a good understanding of what needs to be done and has already begun to develop an action plan. There are sufficient suitable resources and they are used effectively to support pupils' learning. The libraries are attractive areas

and are used adequately to promote pupils' independent research skills. The use of history as a context for pupils' extended and creative writing is particularly good.

MATHEMATICS

89. At the time of the previous inspection standards of attainment throughout the school were average. Standards have risen since then and pupils currently in Year 2 are likely to attain above expected levels by the end of the year. When these pupils started in Year 1 their attainment in mathematics was above average so they are achieving satisfactorily to maintain these standards. Standards in Year 6 remain in line with national expectations. While the rate of improvement is slower than in Year 2 it follows the national trend for pupils in Year 6.
90. The school, quite rightly, has concerns that these standards are not high enough and although a good start has been made on addressing the matter over the past year, there is still much to be done. For example, there are inconsistencies in the quality of teaching. As a result, pupils in Year 6 are in a 'catch-up' situation, although good teaching in this year ensures that they are now achieving satisfactorily. There are no significant differences in the standards attained by boys and girls and, with the support of teaching assistants, pupils with special educational needs make satisfactory gains in their learning. In Year 6, these pupils achieve well as a result of skilful teaching by the SENCO.
91. Factors that are contributing to this steady improvement include the introduction of the National Numeracy Strategy which is helping teachers to improve their planning. In addition, pupils are taught in sets of similar capability to provide a better match of work to the needs of different groups. Recently introduced arrangements for assessing attainment and tracking progress are also helping to focus teachers' attention more closely on pupils' needs. However, they are not sufficiently refined to ensure more rapid progress.
92. Pupils make satisfactory gains in their knowledge and understanding of number, shape, space and measures and handling data as they move through the school. Progress in using and applying their mathematical knowledge is slower.
93. By the age of seven almost all pupils develop a secure knowledge of the place value of each digit in numbers to 99, confidently adding and subtracting numbers to 20 and beyond. They are familiar with mathematical operations and signs and use these accurately to make up number stories. They estimate and measure length accurately and tell the time to the quarter-hour. They identify the particular features of common two- and three-dimensional shapes, and construct block graphs to record the results of their school uniform surveys. About one third of them attain higher levels of understanding. These pupils begin to recall two, three, four and five times tables and work confidently with numbers to 999. By Year 6, most pupils have acquired an adequate range of methods to add, subtract, multiply and divide and show a sound understanding of the relationships between these operations. They calculate area and perimeter correctly and construct and interpret line graphs. Although it is not the case in all year groups, higher attaining pupils in Year 6 are suitably challenged and about a quarter of pupils in the age group work confidently at higher levels. A significant minority is working below expected levels but as a result of sensitive support, they demonstrate good attitudes to their work and apply themselves well.
94. Recent developments in ICT have led to some good examples of data handling, as in Year 4 where the work displayed is at an appropriate level for these pupils. However,

teachers do not provide enough opportunities for pupils to use and apply their knowledge and skills in other subjects. Some examples were seen, as in science and geography, but teachers do not plan these activities systematically. Therefore, they do not tie in with the progressive development of mathematical skills outlined in the National Curriculum and the National Numeracy Strategy. There are missed opportunities in most subjects. For example, in Year 1, pupils carefully observe and sketch growing plants but do not measure the growth. In Year 3, they carry out a survey of their favourite foods but the resulting tasks do not provide sufficient challenge to extend their mathematical skills.

95. Teaching and learning are satisfactory overall although there are considerable variations throughout the school. During the inspection, the quality of teaching ranged from at least good in nearly half of the lessons to one that was unsatisfactory. In the best examples teachers successfully motivated and challenged all pupils. In Year 6 lessons, this was achieved at a brisk pace from the outset, with a good variety of mental tasks to stimulate interest and promote an enthusiastic response. Pupils thoroughly enjoyed the considerable challenge arising from the teacher's high expectations. As a result, about three-quarters of this higher attaining set worked confidently at above average levels, making good progress in the lesson and over time in their understanding of long multiplication. In a lower attaining set in Year 2, the teacher's careful use of questions, prompts and explanations and her use of pupils' contributions, ensured clear understanding of the concepts of halving and doubling. These very good strategies resulted in every pupil being involved to the full, responding with genuine interest and eagerness to take part, thus enabling two-thirds of them to attain expected levels. Very good relationships played a big part in the success of both lessons with sensitive praise, coupled with the appropriate use of humour, encouraging participation and confidence.
96. Teaching is less successful when teachers do not define precisely in their planning what they want pupils to learn in each lesson. As a result pupils are unclear about exactly what is expected of them. This is a common shortcoming and was evident in a number of lessons. The quality of feedback provided for pupils, including the marking of their work, is inconsistent and does not always identify the next steps in learning.
97. In other respects, teachers' planning is satisfactory. It benefits from the recently adopted whole-school format and is firmly based on the programme of work from the numeracy strategy. While the principle is firmly established, there is some lack of clarity of understanding about the use of the three-part numeracy lesson. For example, the mental/oral opening is not always used successfully to engage all pupils in active learning at the start of the lesson. Often, both lower and higher attaining pupils are not suitably challenged by the choice of task. In addition, the use of clear questions at the end of lessons to assess precisely what pupils have learned is not strongly established. As a result, the recently introduced assessment and recording sheet on which teachers evaluate the success of their teaching is not as effective as it might be. However, in several lessons this final part was used effectively to talk about future learning.
98. One of the most significant and potentially the most useful of recent initiatives is the introduction of good arrangements for assessing pupils' attainment and progress. Pupils are tested annually using a nationally standardised test and half-termly using school-based materials to check their understanding of their recently completed work. Results of the first round of annual tests held last year were carefully analysed by the two co-ordinators and the considerable amount of information generated was shared with teachers. There has, however, been insufficient time for the revised assessment

arrangements to become embedded as an integral part of teaching and learning or to have the desired impact on standards. Other aspects of the co-ordinators' role are underdeveloped, and there are too few opportunities for them to monitor and influence work within the subject.

SCIENCE

99. Pupils' attainment in science is average by the end of Year 2 and Year 6. Inspection evidence supports the school's judgement that current Year 6 pupils are once more on target to reach national average levels by the end of the year.
100. By the age of seven, pupils have a sound understanding of how to carry out simple science investigations. In a lesson on forces and materials, pupils made parachutes out of paper, fabric and other materials for a card teddy bear. They predicted that some would float better than others because of the effects of gravity and a force from the air pushing upwards. In a follow-up lesson, they tested their parachutes and concluded that cotton made the best parachute. Pupils have a secure knowledge of living things. They identify parts of plants such as the stem, petals and roots, and know that the roots draw up water and food into the plant. Pupils classify animals into categories such as mammal/not mammal, and know for example that mammals feed their young on milk. Pupils understand simple electrical circuits. A group of Year 2 pupils described how to connect a simple circuit to make a bulb light up, and explained well that a break in the wire turns the bulb off because it stops the electricity flowing round the circuit.
101. By Year 6, pupils know what is meant by a 'fair test'. In an investigation of air resistance, a group of pupils explained well how to achieve this, for instance by timing differently shaped spinners dropped from the same height and repeating the test to reduce experimental error. In work on materials, pupils separated mixtures and solutions by processes such as sieving and evaporation. They understand chemical changes such as iron turning rusty when it comes into contact with air and water. Pupils accurately describe the life cycles of living things, both plant and animal, and draw diagrams to illustrate, for example, how plants reproduce. They use scientific vocabulary satisfactorily, for instance when explaining the process of photosynthesis in plant leaves. Pupils understand the principles of series and parallel electrical circuits and explain, for example, how the brightness of a light bulb is affected by adding extra bulbs or batteries into the circuit. Pupils use their numeracy skills satisfactorily in science investigations. For example, they measure how much an elastic band stretches when different weights are suspended from it and draw graphs to show what they found. Science makes a good contribution to pupils' personal development through work on health and sex education. Pupils explain well, for example, links between micro-organisms that are beneficial – 'they help to rot down dead objects', and those that are harmful – 'they cause disease', and the effects of drugs such as medicines on bacteria and viruses.
102. The quality of teaching and learning in science is satisfactory overall. Teachers teach practical investigation skills well. In an experiment to investigate how important leaves are to growing plants, great care was taken to ensure that pupils prepared specimens with different numbers of leaves carefully and that they set up identical growing conditions for all of the plants. Most teachers use scientific terms well in explanations such as the differences between arteries and veins and the blood that flows through them in the human circulatory system. These explanations extend pupils' understanding well. The school has developed curriculum coverage that conforms to recent national guidance and which ensures that pupils make steady gains in knowledge and skills as they get older.

103. Teachers have good relationships with their pupils and most manage classes effectively. Pupils are interested in their work and most behave well. Support for pupils with special educational needs is satisfactory. For example, teachers arrange pupils in mixed ability groups when carrying out investigations, or use classroom assistants to support individual pupils in class discussions. As a result, pupils with particular needs make satisfactory progress similar to that of others.
104. The previous inspection judged that procedures for recording pupils' attainment and progress in science were unsatisfactory. A new system has just been set up, linked to key learning objectives in the planned curriculum. The science development plan is satisfactory but the new co-ordinator is not yet involved sufficiently in raising standards through monitoring the quality of teaching and learning. The school has sufficient learning resources for science and teachers are making increasing use of ICT.

ART AND DESIGN

105. The standard of artwork attained by pupils at the age of seven exceeds national expectations. This means that the school has maintained the good standards found at the time of the previous inspection. By the age of eleven pupils reach expected levels as they did at the time of the previous inspection. In Years 1 and 2 pupils achieve well in the subject because they are taught how to develop their skills and to appreciate the work of famous artists equally well. Between Years 3 and 6 the quality of art teaching is satisfactory and promotes satisfactory achievement. However, the quality of artwork that pupils produce is better than their knowledge and understanding of the work of other artists. Overall, too often teachers focus upon the outcome of a piece of work to the detriment of pupils' learning through the process.
106. By the age of seven, pupils have developed their observational skills well. Teachers in Year 2 have good expectations of pupils' work. They give pupils opportunities to develop a piece of work over time which successfully encourages them to take the subject seriously. For example, pupils in Year 2 handled and discussed old toys in a history lesson and produced quick sketches of the toy of their choice in their sketch books. The following day they worked from these pencil sketches to produce pastel drawings. Pupils begin to compare media. For example, they remark that 'You can't rub out pastel if you go over the line', but they devise a sensible means of accommodating this by extending their original line and commenting, 'It looks better fatter anyway'.
107. By the age of eleven, pupils mix colours thoughtfully and carefully reproduce the tones of Monet's *Regatta* or deliberately use different tones. They produce Aztec figures convincingly inspired by the sculpture of Henry Moore. Their skills in designing and printing repeated patterns following the style of William Morris are good. Most pupils are confident in mixing colours for an effect, in producing an interesting composition and in producing careful observational sketches and paintings. However, the oldest pupils are not as confident in discussing the work of famous artists as is expected for their age and their evaluations of their own work are limited and tentative.
108. The subject co-ordinator has taken her recent opportunities to lead the subject well. Consequently she has encouraged the use of sketchbooks throughout the school, supported teachers who have asked for help and ensured that the subject continues to support pupils' learning in other subjects. She has developed long-term plans for colleagues to follow and this means that pupils gain a good awareness of art from a variety of cultures. She is well aware of the priorities for the development of the subject, for example in the use of work in sketchbooks as a means of assessment.

She is responsible for the subject maintaining a high profile in the school and for pupils benefiting from working with an artist-in-residence.

109. Art and design makes a valuable contribution to other subjects. For example, geraniums drawn by pupils in Year 3 are studied closely and the work is then developed into science the following day. In Year 4, pupils produce very effective expressive facial features and expressions in work on relationships that support their social development very well. Pupils use art programs on the computer as an alternative means of exploring ideas. There is a good range of art materials and resources to support teaching and learning.

DESIGN AND TECHNOLOGY

110. By the end of Year 2 and Year 6 attainment in design and technology is at nationally expected levels. All pupils, including those with special educational needs, achieve satisfactorily throughout the school. This is an improvement since the previous inspection when standards were below expected levels and provision within the subject was unsatisfactory. Improvements in the curriculum planning and teaching have taken place within the past year and have resulted in a greater awareness and involvement in the subject and much better achievement by pupils.
111. Throughout the school, pupils are given adequate opportunities to experience all areas of the subject and practise all skills associated with design and technology. The units of work are often linked to other subjects such as science, art and design, history or geography, and the pupils' literacy and numeracy skills are supported positively. Year 1 pupils made lighthouses in links with the story of *The Lighthouse Keeper's Lunch* and designed and made models of homes in Jesus's time. Year 2 pupils made good quality glove puppets. In their early planning they included a list of materials and equipment and also an order of 'what to do'. The puppets were displayed with pride and included written evaluation about improvements that were made, for example changing the colour of eyes, and other personal observations, such as 'Sewing is not easy'.
112. Older pupils in Year 4 enjoyed a visit by a local author, Miriam Moss. As a result of this visit pupils were inspired to design and make their own books with moving parts, based on her book *The Snoops*. The class teacher provided a good range of books with different moving parts, gave clear explanation of the task and challenged pupils to devise their own versions. Pupils made a good start to planning and designing their books and the finished products will be shared with, and read to, younger pupils in Year 1. Within the wider range of opportunities, Year 5 pupils observed and investigated different kinds of bread. These were evaluated in terms of their appearance, texture and taste and further extension of the work will involve discussions at home about such criteria as, 'How much bread do we use in a week?' and 'What different types do we eat?' Year 6 pupils designed and made a 'fun device' that uses a coin as a switch. These were related to personally chosen charities to which the coins were donated. They evaluated their designs and products thoughtfully in terms of colour, shape, usefulness and suitability for their purpose. Evaluation of one model clown included the need to build a base to hold the wiring as the clown itself was not big enough. Progress by pupils with special educational needs is the same as other pupils because of the additional help of the teaching assistants. As a result of the focused support, these pupils enjoy design and technology, they are interested in tasks and behave well.
113. The quality of teaching throughout the school is satisfactory. Strengths include the use of the new subject guidance to plan lessons suitably to enable pupils to gain a range of experiences working with a variety of materials and tools, perfecting plans and carrying

out methods. Teachers' subject knowledge has improved since the previous inspection. They plan activities that help pupils understand the reasons for the designs of things. Cross-curricular links with science and some other subjects are evident and support standards well.

114. The subject is managed satisfactorily by the co-ordinator who has plans for further developments. Currently, the co-ordinator does not have sufficient opportunities to monitor the work of the teachers and pupils and to ensure that there is consistency of understanding and planning. Some work has been done on evaluating the pupils' reactions to their work in the subject, through their own written evaluations about how successful they have been in completing a project. However, there is a lack of more formal assessment and recording procedures in order to track progress more closely and plan the next steps in learning for the wide range of pupils' needs. Resources are satisfactory and are used adequately to support learning in the subject.

GEOGRAPHY

115. Pupils' attainment is in line with expected levels by the end of Year 2 and Year 6. Pupils of all capabilities make satisfactory progress throughout the school and achieve satisfactorily in relation to their potential. Standards are similar to those reported at the time of the previous inspection.
116. By the end of Year 2, pupils use street plans of Henfield carefully to show where they live. They discuss the local area and understand that proposed housing developments will put pressure on local amenities, such as shops and the school. Pupils draw simple maps to show how they come to school, identifying key features such as the church and shops. They have a growing awareness of other places, learned through following stories of Barnaby Bear's travels around the world, and by comparing life on a Scottish island with that in Henfield. They know for example that the Isle of Coll is colder and wetter than Henfield because it is further north. A group of pupils explained well how life on Coll differs from Henfield, comparing features such as the size of the villages and how islanders make their living from fishing as well as farming.
117. By Year 6, pupils use maps, pictures and other sources thoughtfully to investigate geographical issues such as how the mouth of the River Adur at Shoreham has changed over time as a result of natural events and the influence of human activity. They identified features such as lighthouses and lock gates on a map and discovered, for example, that a cement works had been built to make use of local chalk. They have a good understanding of river processes and explain well how features such as waterfalls and ox-bow lakes are formed. Pupils use four figure grid references accurately to describe map locations and understand how contour lines indicate relief. Pupils use their literacy skills well, for example skim-reading texts and highlighting key words and phrases for later use in their own writing. Some written work is of a high standard.
118. The quality of teaching and learning is satisfactory. Teachers know the subject well and in most lessons engage pupils effectively in discussions, using a good range of resources to support teaching. Teachers give pupils good opportunities to talk about what they know, so that they learn from each other. However, pupils do not always respond well enough to these discussions. In one lesson, for example, the class was noisy and inattentive, making it hard for the teacher to maintain good order. Lessons are well organised and, although introductory discussions are interesting and thorough, sometimes they are too long. As a result, pupils have insufficient time for the following work and make less progress than they could.

119. Weaknesses in planning identified in the previous inspection have been satisfactorily addressed. New subject provision based on national guidance ensures that pupils are taught a sufficiently varied programme of study. However, there are currently no procedures for assessing and tracking pupils' progress and the co-ordinator is not involved enough in improving standards by monitoring the quality of teaching and learning. Previous deficiencies in learning resources have been rectified and these are now at a sufficient level. However, teachers do not make enough use of ICT in teaching and learning.

HISTORY

120. By the end of Year 2 and Year 6, standards in history are at expected levels. At the time of the previous inspection there were shortcomings in the historical content of lessons as a result of the school's topic-based approach to the subject. There have been significant developments since then and the quality and breadth of experiences provided for pupils are now strengths. Work is considerably enhanced for all pupils by a carefully planned programme of visits and visitors. It also includes the very good links that teachers establish with other subjects such as English and art and design in order to support pupils' learning across the curriculum. However, the quality of pupils' written work in history varies in amount and in the use of subject vocabulary. At its best, as in Years 4 and 6, it is of high quality. In spite of variations in written work, pupils' historical understanding is consistently at expected levels. The school, therefore, is in a strong position to move forward by implementing assessment procedures to identify precisely what pupils need to do in order to attain higher levels.
121. Pupils in Years 1 and 2 have a secure sense of time passing and through a variety of sequencing activities, develop a sound understanding that there are variations and similarities between past and present. By comparing photographs and drawings of themselves at different stages in their lives, they are well aware that they have their own history. The school's helpful emphasis on asking historical questions is evident in the questionnaires designed by pupils to gather information from parents and grandparents about their school days. This approach is promoted effectively by the school's scheme of work where the key questions to be investigated are clearly identified for each study unit. By the end of Year 2, pupils are achieving satisfactorily. They have a sound bank of knowledge and understanding of events and people in the past, for example Florence Nightingale and Grace Darling, and compare 'then and now' in relation to a broad range of circumstances.
122. Satisfactory achievement continues in Key Stage 2. Pupils in Year 3 begin to consider dates by plotting and illustrating a timeline. In Year 4 teachers provide a variety of information sources to answer the question 'Who were the Tudors?' and more importantly 'How do we know?' Tudor patterns inspire their decoration of fired and glazed tiles and their knowledge and understanding of the important figures of the period is effectively extended through their shared reading of *'My Friend Walter'*. Carefully planned activities provide valuable opportunities for these pupils to write for different purposes. These include captions for pictures, factual recording of their research into Tudor schools and entertainment and imaginative writing about the friendly ghost from Tudor times. In Year 5, in an interesting link with geography, teachers use an excellent series of eight Ordnance Survey maps dating from 1780 to 1975 to plot the development of Henfield. Pupils' recorded work, however, is limited. In literacy lessons, pupils in Year 6 read and examine novels such as *'The Silver Sword'* and *'I Am David'*. This has a strong influence on their historical understanding and develops and extends their ability to empathise with people and events from the Second World War. These activities are additional to the coverage laid down in the

history scheme of work and contribute strongly to the rich and relevant range of experiences provided.

123. The quality of teaching is satisfactory overall. Strengths include teachers being able to enthuse their pupils through their own interest and knowledge of history. They ask carefully worded questions to help pupils to think and draw upon their own knowledge and understanding. In Year 2 this was effectively supported by a visiting teacher from a local museum whose delightful collection of old toys brought the subject alive. In Year 6, well planned research tasks and access to varied resources, including video recordings and 19th century school log books, successfully motivate pupils while providing a structured framework for their independent investigations. In addition, discussions about such topics as 'Children in Victorian Britain' make a valuable contribution to pupils' moral development. Teaching is less effective when there is a lack of clarity about precisely what the teacher's intentions are and this leads to a slower pace of learning.
124. The co-ordinator is knowledgeable and enthusiastic and has produced a helpful scheme of work to guide teachers' planning. It is consistently implemented through the school and effectively supports pupils' cultural development. Through her increasing scrutiny and evaluation of samples of pupils' work she is gaining a clear view of standards. There have been no opportunities for her to observe teaching and learning directly in order to share with colleagues the many examples of good practice seen in the school. However, the school is in a strong position to move forward by identifying precisely what pupils need to do in order to attain higher levels.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

125. By the end of Year 2 and Year 6, achievement is satisfactory and the standards attained by most pupils match levels expected nationally. A new computer suite has been opened in the past year, resources have been updated and improved and there are better links with other subjects than at the time of the previous inspection. At that time it was judged that standards were below average and the subject did not meet the requirements of the national curriculum. Significant improvements have taken place since then.
126. From an early age, pupils learn how to operate computers. They learn to access programs, using the mouse control and keyboard accurately and acquire a range of basic technological skills. In Years 1 and 2, teachers link computer use to other subjects such as literacy and numeracy. For example, Year 1 pupils designed and created 'wanted' posters for the 'Big Bad Wolf' to support their work related to the story of *'Little Red Riding Hood'*. They also created a graph using illustrations to show how they come to school – by walking, by car, etc. These experiences introduced them to the basic commands required to access graphics programs. Year 2 pupils extend their literacy work when using wordprocessing skills to select conjunctions to join two short sentences together.
127. In Years 3 and 4, pupils make satisfactory gains in their learning and effectively use different forms of technology in a wider range of other subjects such as English, mathematics, science, art and design and history. They are aware of the importance of technology in their lives when searching for information about particular topics. Year 3 pupils combine text and graphics to create their own descriptions of a Roman army going into battle. Good provision by teachers in Year 4 enables pupils to use wordprocessing programs well to create their own articles in the style of a newspaper. Different font sizes and styles are used to present interesting articles on sport, school

life and film reviews, together with results of surveys carried out on investigations, such as, which are the most popular films and sports. Their findings are presented clearly in the form of pie graphs, block graphs and charts.

128. By the end of Year 6, pupils are aware of the importance of ICT in their lives when gathering information in a range of subjects. The improved curriculum provision enables older pupils to work together in finding things out, developing ideas and making things happen. Year 5 pupils are introduced to spreadsheets to extend work in mathematics such as costing items for a party and they use a digital camera to record aspects of school life, such as art, model-making and gymnastics. Year 6 pupils use sensors to monitor light and temperature levels over a period of time. During the inspection, Year 6 pupils were preparing their own slides for individual Powerpoint' presentations about their science work. Pupils with special educational needs make good progress in their learning due to specific support from teachers and classroom assistants. More than half attain expected standards in the development of new skills.
129. Overall, the quality of teaching is satisfactory and has improved since the previous inspection. Strengths are in the direct teaching and reinforcement of skills taking place in a focused session each week. Adequate opportunities are provided during other lessons to enable pupils to put their ideas into practice. Teachers and teaching assistants have a sound knowledge of computing and make appropriate links with most other curriculum subjects, an identified weakness in the previous report. Pupils work successfully in mixed ability and gender groups and this successfully promotes their social and moral development. Teachers successfully promote pupils' good attitudes to the subject and, as a result, they enjoy using computers and other technological equipment. Pupils work independently and in small co-operative groups with interest in their tasks and behave well. All pupils are highly motivated by the new developments in the subject and discuss their work enthusiastically. The good financial investment in resources has had a positive impact on pupils' learning, which has benefited considerably from the greater opportunities to work regularly on computers.
130. Effective staff development has taken place in the subject. As a result, all teachers have greater confidence and expertise and use the new resources to good effect, some organising additional training for themselves. Better planning, related to the curriculum coverage, provides progressive learning challenges to meet the needs of all pupils in each year group. However, teachers do not yet consistently evaluate pupils' progress sufficiently well to inform the next stages of planning or to enable the pupils to set targets for their own attainment. The school has recently introduced new assessment procedures that are aimed at matching work more accurately to the individual needs of the pupils. As a result of the recent improvements, standards are rising and the school is well placed to make further progress in the subject.

MUSIC

131. Pupils' standards in music are below expected levels by the end of Year 2 and Year 6. They have not improved since the previous inspection when similar judgements were made. Pupils make unsatisfactory progress and achieve below their potential. The principal reason for standards being low is poor teacher expertise and subject knowledge. Most teachers do not know well enough how to teach the different elements in the National Curriculum for music. For example, when teaching singing, they do not attempt to improve the quality of performance by attention to details such as varying dynamics or paying attention to the mood. Consequently, although generally in tune, singing in assemblies and in lessons is listless and lacking sufficient expression.

132. Teachers use a good commercial scheme that links well to the National Curriculum to support teaching but lesson planning is inconsistent. The school's guidance is out of date and there is no system in place for assessing and recording pupils' progress. Although lessons address the different areas of performing, composing, listening and appraising outlined in the National Curriculum, pupils throughout the school do not develop their skills and knowledge sufficiently in any of the areas. Year 6 pupils, for example, have a poor understanding of simple musical structures. They find it hard to explain why they like or dislike pieces such as 'Mars' from Holst's *The Planets* suite because they lack sufficient knowledge of musical terms such as timbre and tempo.
133. Despite the weaknesses in subject expertise that limit the overall effectiveness of lessons, there are some good features. Teachers follow the lesson plans in the commercial scheme and most lessons proceed at a satisfactory pace. Teachers have good relationships with their pupils and organise lessons effectively to ensure that all pupils are involved equally. As a result of all these factors, pupils enjoy lessons, they are interested in their work and behave well.
134. The school recognises the long-term weaknesses in standards, planning and teaching that exist but has struggled to appoint and retain a co-ordinator with the necessary expertise to lead developments. At the time of the inspection, co-ordination was in the hands of a temporary co-ordinator who has other school responsibilities. Despite the difficulties, good efforts have been made to improve provision. Flute, recorder and violin lessons have been reintroduced, a choir has been started and some pupils are preparing for a school production of *Joseph and the Amazing Technicolour Dreamcoat*. The commercial scheme of work was purchased to give support to non-specialist teachers. This has also helped to remedy previous deficiencies in learning resources. However, there are insufficient musical instruments from around the world to support pupils' multicultural education.

PHYSICAL EDUCATION

135. By the end of Year 2 and Year 6, standards in the work seen are in line with the levels expected for pupils of these ages. This is similar to the position reported at the time of the previous inspection. At the end of Year 3, when pupils complete their course of instruction, standards in swimming are also in line with expectations. Pupils with a range of individual needs are fully integrated into lessons and mostly attain standards that are similar to their peers. There is no difference in performance between boys and girls as a result of teachers' careful strategies to engage all pupils in their learning.
136. Significant developments have taken place since the previous inspection to address the weaknesses identified at that time. Outdoor and adventurous activities have been introduced in Year 5 and the subject is therefore meeting all the requirements of the National Curriculum. A co-ordinator has been appointed and her work is continuing on the development of a scheme of work. As a result of the headteacher's commitment to physical education, the subject now enjoys a high status within the school. This is reflected in the very good range of extra-curricular activities available to pupils throughout the school. There is also a satisfactory and developing range of opportunities for pupils to take part in competitive sport. Although mostly recent, and therefore not yet having a significant impact on standards, these improvements represent a good rate of progress since the previous inspection.
137. The physical education programme includes athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming. During the inspection, lessons were seen in dance, games and gymnastics. By the age of seven, most pupils show a

developing awareness of space and their classmates as they move freely and safely around the hall and playground. They listen carefully to their teachers and follow the clear instructions promptly and enthusiastically. They are beginning to evaluate their own performance and the performance of others. This made a significant contribution to the good standards seen in one dance lesson. In games, they demonstrate satisfactory levels of control and co-ordination while working hard to practise their catching and throwing skills. Behaviour is good because of the good relationships that have been developed and high teacher expectations.

138. By the age of eleven, pupils talk about the effect of exercise on their bodies and are aware of its value to health and fitness. In gymnastics, they combine high and low level balances with a bridge and a roll to create sequences of movement, both on the floor and apparatus. Apparatus is quickly and safely erected, with pupils working co-operatively in small groups and in pairs. They clearly understand the need for safe movement around the hall when using the large apparatus. In games activities, they practise readily to improve their catching and throwing skills. They adjust the preferred style to match the purpose, for example for height or distance. About a quarter of the class demonstrate above average skills with precise control and fluent actions. Behaviour is at least good, and often very good because pupils are keen and interested and lessons proceed at a good pace. As a result, they and their teachers enjoy these shared experiences. The school football team recently won a football tournament involving local schools.
139. The overall quality of teaching and learning is satisfactory. Some good teaching was observed in Years 2, 4 and 6. The teaching in these lessons was effective because of the teachers' good subject knowledge and clear focus on what they wanted the pupils to learn. Good, clear instructions were given and with teachers' high expectations pupils knew exactly what was expected of them. Year 2 pupils were supported by the teacher's imaginative ideas and her expressive language. In a Year 4 dance lesson, the teacher's very good knowledge of her pupils and both physical education and history, enabled her to bring out the best from all pupils as she used the tape selectively to explore the values and beliefs of Tudor times. In a Year 6 gymnastics lesson, pupils were encouraged to critically evaluate their performance and that of others and to look for ways in which they could improve the precision, control and fluency of their movements. In satisfactory lessons, opportunities are missed to develop skills through demonstration and evaluation. In addition, teachers are not secure enough in their subject knowledge to make coaching points as the lesson progresses to help pupils to refine their movements. Lessons usually begin with a suitable warm up activity but the opportunity to cool down at the end of lessons is not always provided.
140. The co-ordinator is knowledgeable and enthusiastic and provides satisfactory support for colleagues. There has, however, been no monitoring of teaching and learning and consequently there is no firm overview of what works well and what does not. There are no agreed assessment procedures so it is difficult for teachers without specialist knowledge to identify what pupils need to do next in order to improve. The school takes good advantage of opportunities provided by outside agencies including the neighbouring leisure centre and local sports clubs. The youth worker attached to the local church provides valued support for the extra-curricular programme.