

## INSPECTION REPORT

**ST. ANDREW'S ~~SCHOOL~~ CHURCH OF ENGLAND  
FIRST AND MIDDLE SCHOOL**

**FURNACE GREEN, CRAWLEY**

LEA area: West Sussex

Unique reference number: 126047

Headteacher: Miss Elizabeth Dickenson

Reporting inspector: Roderick Passant - Rgl No: 2728

Dates of inspection: 2<sup>nd</sup> - 5<sup>th</sup> July, 2001

Inspection number: 2253267

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: First and Middle School

School category: Voluntary Aided

Age range of pupils: 4 to 12

Gender of pupils: Mixed

School address: Weald Drive,  
Furnace Green,  
Crawley  
Postcode: RH10 6NU

Telephone number: 01293 529006

Fax number: 01293 538325

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Diane Mintrim

Date of previous inspection: 4<sup>th</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr R. Passant 2728	Registered inspector	English; Physical education; Information and communication technology; Special educational needs, Equal opportunities.	How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mrs C. Kalms 9275	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs A. Shaw 18524	Team inspector	Mathematics; History; Geography; Modern foreign languages; English as an additional language.	How good are the curricular and other opportunities offered to pupils?
Mrs G. Wilkinson 2749	Team inspector	Art and design; Design and technology; Science; Music; Foundation Stage.	

The inspection contractor was:

NES Education Services Ltd,  
Linden House,  
Woodland Way,  
Gosfield,  
Essex  
C09 1TH

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London  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a Church of England voluntary aided first and middle school for boys and girls aged four to twelve. The school's ethos is founded on the Christian traditions and links with the church and the team ministry are strong. It is about the same size as other primary schools and has 237 pupils on roll, the majority of whom are White UK heritage. The school roll has remained constant over the past few years and there is little pupil mobility. Approximately 10 per cent of pupils have Indian or Pakistani heritage. Twenty-eight pupils have English as an additional language. Of these, eight are at the stage of early language acquisition. The numbers of pupils with English as an additional language is larger than average and has grown since the previous inspection. The percentage of pupils with a statement of educational need is below average but the overall percentage of pupils identified as having special educational needs is about average. The percentage of pupils eligible for free school meals is well below average. However, the pupils come from a far more mixed socio-economic background than the percentage of free school meals would suggest. Overall, pupils' attainment on entry to the school is broadly average. The school has experienced recent recruitment problems in replacing one member of staff and covering for the illness of another.

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

The school has many of the characteristics of a good school. By the time they leave, pupils achieve good standards in English, mathematics and science and are mature and confident. Overall, despite current difficulties caused by staffing problems, pupils make good progress in many areas and achieve well. The school has improved and is continuing to improve primarily because of the very good leadership by the headteacher. The school has identified aspects where pupils are not achieving as well as they might and these are being addressed in a determined and sustained manner. These include results in National Curriculum tests which are very low compared to similar schools in reading and writing by the age of seven and test results which are overall below average compared to similar schools by the age of eleven. However, given this determination to raise standards and the fact that standards are rising and pupils attain high standards in English, mathematics and science by the age of twelve, the school is providing good value for money.

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

- There is very good leadership by the headteacher and key staff.
- Overall, pupils make good progress and achieve good standards by the time they leave school.
- The provision for Year 7 is very good.
- Within the overall good teaching, most teachers plan very well to meet the needs of all pupils.
- There is a strong ethos in the school, which leads to very good attitudes to learning and behaviour.

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

- Standards of writing at the end of Key Stage 1 are well below average and the quality of boys' writing in Key Stage 2 is significantly lower than that of the girls.
- Standards in mathematics particularly for the more able.
- Pupils do not have enough opportunities to take responsibility for their own learning, to initiate personal responses or independent thinking nor to develop problem solving strategies.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the last inspection. Standards are being addressed and standards of work in class show improvement in mathematics and English. Whilst the 2001 results show improvement in English, the improvements in mathematics have yet to work through and the indications are that results to the 2001 tests are broadly similar to those achieved the previous year. There is developing a strong team of reflective teachers who are taking corporate responsibility for standards across the school through their role as subject co-ordinators. Very good provision has been introduced for Year 7 pupils. The school has addressed the issues identified in the previous report. The work on teacher planning has led to a very significant overall improvement in the quality of teaching since the last inspection. The school has a very clear sense of direction, which is focussed on the standards that pupils achieve. The school improvement has been aided by continuing professional development of staff and the close involvement and support of the Local education Authority.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	C	D
Mathematics	C	C	C	E
Science	A	C	B	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

Pupils by the age of 12 are prepared well for the transition to secondary school. They are mature and confident, have very good attitudes to learning, achieve well and attain good standards in English, mathematics and science. They respond well to the specialist teaching they receive and make very good progress during Year 7. They achieve good standards in geography history, music and French. Standards are appropriate in information and communication technology, art and design, design and technology and physical education.

Overall, standards of work of the current eleven-year-old pupils are good. The size of the cohort is relatively small. Standards of the work seen in class in English, mathematics and science are above expectations as they are in history, geography, music and French. The school has targeted the improvement of writing across the school and this has led to improvements in English and to more pupils achieving the higher levels in the 2001 National Curriculum tests for writing. Pupils achieve good standards in mathematics in class but the improvements have yet to work through and be reflected in National Curriculum tests. Results in the 2001 tests in mathematics are similar to the previous year. Standards are at least in line with expectations in other subjects. In information and communication technology, pupils are achieving appropriate standards, which are clearly continuing to improve. Although results in National Curriculum tests show year-on-year improvement in English, mathematics and science over the past three years, the overall improvement is slower than the overall national rate of improvement. The school set targets for the percentage of pupils achieving Level 4 and above in English and in mathematics in the 2000 National Curriculum tests which were significantly above the national average. It met the target in English and came close to it in mathematics. The percentage of pupils achieving the higher levels was below the national average.

The work of the current seven-year-olds in reading and mathematics is in line with expectations. Writing standards are well below expectations, although a few pupils achieve above average expectations. By the age of seven, pupils are not achieving as well as they should in reading and writing and more could be demanded of them. The focus on improving writing is leading to evident improvement in pupils' writing skills in Year 1 but standards by the end of Year 2 are not yet high enough.

In the 2000 National Curriculum tests for seven-year-olds, pupils achieved close to the national average in reading and well above the national average in mathematics. The school's performance in writing was well below the national average. When compared to schools with a similar percentage of free school meals, standards in mathematics were above average, reading well below average and writing very low - in the lowest five per cent of these schools.

Attainment on entry to the school is broadly average. Young children make good progress, the majority of children will attain the Early Learning Goals and many will exceed them.

Overall, progress is satisfactory in the infant section. Pupils make good progress in Year 1 but it currently slows in Year 2.

The school has had extreme difficulties with recruitment and had to rely on using temporary teachers, sometimes working for very short periods, to replace one member of staff and to cover for the illness of another. This has slowed progress but, given the good progress in the classes taught by permanent staff, and a number of factors which helped the situation, overall progress in the junior section is good.

Pupils with special educational needs make good progress against their targets because of the good quality of support they receive and because planning identifies their additional needs. Pupils who have English as an additional language are also making good progress. Pupils who have a facility for learning or show a particular ability are also identified. The extension work provided, higher expectations or more demanding challenge ensure that, with the exception of mathematics, where the proportion of pupils achieving the higher levels is below average by the age of eleven, overall these pupils also make good progress in most classes. In Year 7, these pupils make particularly good progress. This is particularly the case in mathematics where they are taught in smaller ability groups, with the result that a third of the class achieve Level 6. Planning in order to meet the range of needs in class is good.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	The majority of pupils have very good attitudes to school. They are keen and interested in their work. The school has established a calm atmosphere and an ethos, which expects pupils to work and concentrate.
Behaviour, in and out of classrooms	Behaviour around the school is very good and there has been improvement in this aspect since the last inspection.
Personal development and relationships	Relationships are good and in some classes very good and occasionally excellent. There is a strong culture in the school of caring and supporting others.

Attendance	Attendance in the academic year 1999/2000 is above the national average but dropped to just under the average in the latest year. A considerable number of absences are due to parents taking their children on holiday during term time. The current systems regarding attendance are not sufficiently rigorous. The majority of pupils arrive punctually for school.
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## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6	Year – 7
Quality of teaching	Good	Satisfactory	Good	Very Good

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

No lessons were unsatisfactory though there were occasionally shortcomings in lessons that were satisfactory overall. The teaching of English and mathematics is good overall. The school uses a number of specialist teachers. Specialist teaching is often very good and class teaching overall is good. The effective school planning and lesson structure ensure that temporary teachers teach English, mathematics and science at least satisfactorily. Overall teaching statistics mask some teaching that varies in quality, particularly with the older infants. Scrutiny of pupils' books in Year 2 indicates that expectations for older infants are not sufficiently demanding and standards could be higher.

Permanent members of staff have a very good knowledge of the pupils. Planning to meet the needs of all pupils is very good and is now a strength in the school because of the good work undertaken to improve the quality of planning. The school makes good use of regular tests to track pupils' progress. On-going assessment, involving pupils in target setting and their own learning to a greater degree and marking in a positive way to achieve those targets requires improvement.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The statutory curriculum is in place and extra-curricular opportunities are good. The school uses the resources of being a middle school, including specialist teaching well. Teaching French enriches the curriculum. Schemes of work are in place and teacher planning is good. There should be more opportunities for children to initiate activities in the Foundation stage and across the school.
Provision for pupils with special educational needs	Overall, there is good provision and pupils make good progress towards their targets.
Provision for pupils with English as an additional language	There is good provision. Targets are set individually and pupils make good progress academically and socially.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Spiritual, moral, social and cultural development is good and is a strong feature of the school. The daily assemblies provide valuable opportunities for learning about Christianity and other religions. The school works hard to foster pupils' sense of self-esteem and there is a strong ethos of caring for others. Pupils are taught to distinguish between right and wrong.

How well the school cares for its pupils	The school has a very supportive atmosphere. The headteacher and senior members of staff know the pupils well and can offer personal support and guidance. This compensates to a large extent for the lack of permanent staff in some classes. There are satisfactory arrangements to ensure the welfare of pupils.
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The school has maintained its good links with parents, many of whom are involved in their children's learning and the life of the school. Induction into Reception is well organised and establishes a positive relationship with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership by the headteacher is very good. There is a very determined and sustained focus on raising standards through a precise school improvement plan. The headteacher is supported by the deputy headteacher very well.
How well the governors fulfil their responsibilities	The members of the governing body are very supportive of the school and have a very good understanding of its strengths and weaknesses.
The school's evaluation of its performance	The school evaluates its performance very well using internal and external data.
The strategic use of resources	Money is spent wisely. Careful budgeting has enabled the school to invest in developing the accommodation. The governing body have a very good understanding of the difficulties caused by the current staffing recruitment problems.

The school is experiencing recruitment difficulties which is a particular problem in the locality. It seeks to ensure that money is spent wisely and that the school obtains the best value from any expenditure. The accommodation is good overall but changing facilities for older pupils are unsatisfactory. Resources are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Parents feel comfortable about approaching the school.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their child to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work to do at home.</li> <li>• Information about how their child is getting on.</li> <li>• The links with parents.</li> <li>• The range of activities outside lessons.</li> </ul>

The majority of parents have positive views of the school. There are, however, a significant minority of parents who were concerned about the issues indicated. At the parents' meeting, there was a general concern about the difficulties the school has had in recruiting staff to cover for a member of staff and to cover for the illness of another staff member. The inspection supports the positive views that parents have about the school. Homework is set on a regular basis in line with the school policy and there is a good range of extra-curricular activities. The school seeks an active partnership with parents and the information provided to parents about their children's progress is good. Recruitment has been a difficulty both locally and nationally and at one point the school was finding it extremely difficult to find temporary staff. The governing body has affirmed that the headteacher had taken all possible steps to recruit staff. The strength of the school planning helped to minimise a difficult situation and there are planned strategies to introduce additional support for one of the classes in the next academic year. The school has undertaken a careful analysis of what has been missed in order to rectify the situation.

## **PART B: COMMENTARY**

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

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

1. Attainment on entry is broadly average. By the time pupils start work on the National Curriculum in Year 1 the majority of pupils will have met or exceeded the Early Learning goals, which are the targets for young children. During their time in Reception, they make good progress.

2. In the 2000 National Curriculum tests for seven-year-olds, pupils achieved close to the national average in reading and well above the national average in mathematics. The school's performance in writing was well below the national average. When compared to schools with a similar percentage of free school meals, standards in mathematics were above average, reading well below average and writing very low - in the lowest five per cent of these schools. When the results of the National Curriculum tests are considered over time, the boys are not performing as well as the girls in reading and particularly in writing.

3. The work of the current seven-year-olds does not match the 2000 results in mathematics and is in line with expectations for their age rather than well above average. In reading standards are as expected and in writing they are well below expectations. More could be demanded of pupils and expectations of what they can achieve in these aspects of reading and writing are currently not high enough. The school has put in place specific strategies to improve pupils' writing across the school and the work is leading to improved standards in Year 1 and good progress. However, currently progress slows in Year 2 because teaching is more variable in quality and expectations are not high enough.

4. In contrast, the current work in science shows improvements over the 2000 teacher assessments and is now satisfactory. Pupils, however, are not gaining the higher levels. The 2000 teacher assessments indicated that pupils' attainment overall was well below the national average, although their attainment in materials and properties and physical processes was in line with the national average.

5. Standards, by the age of seven are satisfactory in art and design, design and technology, information and communication technology and physical education. They are good in geography, history and music.

6. In the 2000 National Curriculum Key Stage 2 tests in English, pupils achieved average standards but the results were below average when compared to similar schools. By the age of eleven, current pupils are making good progress and achieving good standards in English in their work in class. The work undertaken by the school on improving writing is leading to evident improvements. Results in writing in the 2001 National Curriculum test have improved and a fifth of the class achieved Level 5. Overall, three quarters of the class achieve Level 4 or above in writing. Boys' skills in writing still do not match those of the girls, although when looking at the overall performance in English, boys are achieving relatively close to the performance of girls. Literacy skills, as with younger pupils, are supported well by other subjects in the curriculum, such as history, geography and science.

7. In mathematics too, there have been improvements as a direct result of the work carried out to improve overall mathematics planning. Pupils aged eleven make good progress and achieve well in class. Results in the 2001 tests are similar to the 2000 results because the improvements have not yet worked through. The results of the tests for eleven-year-olds in 2000 indicate that the percentage of pupils attaining the expected level was in line with the national average whilst those attaining the higher levels were below the national standard. The schools performance against similar schools was well below average. The trend over the last three years has shown a steady improvement in standards, which matches closely the improvement nationally.

8. Standards in science of the current pupils aged eleven are good and pupils make good progress. Results of the 2000 national tests for eleven-year-olds showed that the percentage of pupils' attainment at Level 4 and above, (Level 4 is the expected level for this age group), was well above the national average and the percentage of pupils reaching Level 5 was also above the national average. In comparison with similar schools, pupils' attainment was average. Over the past three years, the school's results have consistently been above the national average. Results in the 2001 tests indicate that the percentage of pupils gaining Level 4 and above is above the 2000 national average (national averages for 2001 are currently not available) but the numbers achieving the higher level was less than in 2000 reflecting the nature of the cohort.

9. Standards in National Curriculum tests show year-on-year improvement in English, mathematics and science over the past three years although, overall results have risen more slowly than the national picture. The school set itself targets for the percentage of pupils achieving Level 4 and above<sup>1</sup> in English and mathematics in the 2000 National Curriculum tests which were significantly above the national average and therefore intrinsically challenging. It achieved the target in English and came close to it in mathematics, although the percentage of pupils achieving the higher levels was below average.

10. Standards in information and communication technology are in line with expectations. Pupils are currently making good progress, which has resulted from the establishment of an information and communication technology suite and from professional training for teachers and their subsequent increased confidence. Although there are improvements in information and communication technology across the school, these have not yet worked through to raise overall attainment by the age of seven or eleven. Teachers are planning for the use of information and communication technology to support learning in other subjects.

11. By the end of Key Stage 2<sup>2</sup> standards in art and design, design and technology and physical education are appropriate and are good in history, geography, French and music.

12. Standards of pupils aged 12 in English are good with over two-thirds of the group achieving standards that are above expectations for Year 7. Indeed a significant proportion of pupils, well over a quarter of the group, including some boys, are achieving particular maturity in their writing. The indications are that they have made very good progress during the year when compared to their results in the National Curriculum tests, with approximately two-thirds of the group achieving Level 5 or 6.

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<sup>1</sup> National Curriculum Level 4 is the expected target level that an eleven-year-old should reach. It is expected that pupils will gain a level over a two-year period. The expectation is that Year 8 pupils will be achieving Level 5 and by the end of Year 9 working within Level 6.

<sup>2</sup> The term Key Stage is used to describe a particular stage of schooling. Key Stage 1 describes the period for pupils aged five to seven. Key Stage 2 describes the period seven to eleven.

13. By the end of Year 7, pupils are achieving standards above national expectations in mathematics. Over the year, they have made very good progress. A third of the class are working at Level 5 and a further third of the class achieve standards well above average (Level 6). Pupils of all abilities make very good progress.

14. By the age of twelve pupils achieve good standards in science and make good progress. Standards in information and communication technology are appropriate and pupils are making good progress in their information and communication technology work. Standards in art and design, design and technology and physical education are in line with expectations for their age. Standards in French are good and pupils make very good progress. Standards in geography and history and music are good.

15. A diocesan inspector carried out the inspection of religious education.

16. Across the school, pupils with special educational needs achieve well and make good progress towards their individual targets. Pupils with English as an additional language are integrated well into the school and the support provided enables them to make good progress.

17. Pupils who have specific talents or finding learning easier than their peers are appropriately challenged in most classes. Teachers identify very effectively those pupils with additional needs and provide effective support or extension material.

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

18. Behaviour around the school is very good and there has been improvement in this aspect since the last inspection. The school has created a calm atmosphere and an ethos in which pupils are expected to work and concentrate. This results in a strong work ethic that is seen in many lessons. In just under a half of lessons the attitudes and behaviour of the pupils were judged to be very good or indeed occasionally excellent. It was never less than satisfactory. The majority of pupils have very good attitudes to school. They are generally keen and interested in their work and concentrate well, responding to the positive atmosphere. Occasionally, when class management skills are not as effective, the very high standards can slip and pupils do not make the same level of effort seen elsewhere. There are pupils in the school who can be challenging but they are managed well. There have been no exclusions, either fixed term or permanent.

19. Relationships between pupils and between adults and pupils are generally good and in some classes very good and occasionally excellent. There is a strong culture in the school of caring and supporting others, which again is carefully structured by linking an older class with a younger one for specific reasons. Pupils take this responsibility and other class duties seriously. In the School Council pupils reported back to their group and made sensible suggestions how simple matters of routine could improve their playtimes, which were carefully listened to by the school's senior managers. There exists between the older boys and girls an easy but mature camaraderie and generally throughout the school pupils are supportive of one another. The concept of achieving according to ones 'personal best', normally associated with the athletics field is present within the classrooms so that pupils recognise that other members of the class require additional support for one reason or another without rancour or disparagement. Any incidents, such as name-calling, are treated very seriously and pursued quickly. The school recognises that bullying can occur but it is vigilant and as a result incidents are very rare.

20. Personal social and health education occurs within formal and informal lessons. Citizenship, as a lesson, has been introduced to Year 7 and areas, such as prejudice and drugs education, are explored in a sensitive manner. In one lesson seen, for example, pupils were asked to consider how they would manage a confidential disclosure about drugs usage.

21. By the time pupils leave the school they show a maturity, confidence and very good attitudes to learning

22. Attendance in the school in the 1999/2000 academic year was above the national average. The rate of unauthorised absence for the same period was broadly in line with the national average. During the last year, attendance has dropped to just below average. A considerable number of absences are due to parents taking their children on holiday during term time. The majority of pupils arrive punctually for school but there are a small number who are late on a regular basis.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. Of the lessons seen during the inspection, four per cent were excellent, 30 per cent very good, 47 per cent good and 19 per cent were satisfactory. No unsatisfactory teaching was seen. There has been very significant improvement in the quality of teaching since the last inspection. At that time, 88 per cent of teaching was judged satisfactory or better and six per cent was judged very good or better.

24. The teaching of English and mathematics is good overall. The quality of teaching seen in art, design and technology, geography, information and communication technology, music and physical education and science was good. The teaching of French is very good. No history teaching was seen. The school uses a number of specialist teachers. Specialist teaching is often very good and class teaching overall is good. The effective school planning and lesson structure ensures that temporary teachers teach English, mathematics and science at least satisfactorily. Overall, however, these teaching statistics mask some teaching which is more variable in quality particularly with the older infants. Expectations for these pupils are not sufficiently demanding and standards could be higher.

25. The quality of teaching has significant strengths. Permanent members of staff have a very good knowledge of the pupils. Planning to meet the needs of all pupils is very good and is now a strength in the school as a result of the good work undertaken to improve this aspect. Consequently, pupils with special educational needs make good progress towards their individual targets because teachers match work and support well to these pupils' needs. There is good teamwork with the learning support teacher. Similarly, account is taken in lessons of pupils with English as an additional language who consequently make good progress. Planning also identifies those pupils who have a particular talent or facility in learning and expectations of these pupils are usually high and work, which is appropriately demanding, is set. A significant investment in staff training that has led to an increase in staff expertise and confidence in the use of information and communication technology. Although during the inspection few examples of information and communication technology used to support learning in other subjects were observed, records of work and teachers' planning indicate that this is a regular occurrence.

26. The purpose of the lessons is clear, shared with the pupils, and carefully linked to what has gone on before. Lessons are conducted at a good pace often in a particularly lively and enthusiastic manner that engages pupils' interest. Questioning to establish the quality of learning to take place is effective and often reveals the teacher's good subject knowledge, particularly in the way they use the pupils' answers. Teachers generally listen well to pupils' comments, demonstrating by their quality of listening the value they place on pupils' responses.

27. Mistakes are used, in the main, in a positive manner, often discussing with the class how a pupil might have arrived at that particular answer. Praise is used well and explanations and demonstrations are clear. Classroom management is often very skilled. Teacher assistants, although not involved in the lesson planning, are briefed well by the teachers and they are therefore clear about the objectives of the lesson and how they can contribute. Teaching assistants make a very effective contribution to learning. Homework is used well to extend the work that has been happening in the classrooms, although parents reported that when temporary teachers took the class homework routines were disrupted.

28. Marking of pupils' work is up to date and accurate. However, whilst teachers make overall observations that refer to pupils' achievement and effort, they do not consistently make constructive comments that help pupils to improve their work. There are isolated examples of very good practice, as in some older pupils' drafting books used in English where the teacher has engaged with the pupils' creative process early, commenting on the structure of the work and the ideas expressed, indicating how the particular piece might be improved and not simply correcting the work. This is not, however, general across the school. Pupils are too seldom involved in setting their own targets and assuming some responsibility for their own learning.

29. Although teaching in the Foundation Stage is good overall, particularly in the way good working habits are established, too much of the work is directed by the teacher and children do not initiate enough activities or gain sufficient independence in learning. This tendency too is found across much of the school. Opportunities are not taken often enough within the curriculum for pupils to take greater ownership of the work rather than being guided step-by-step towards a solution. Teachers do not make enough use of strategies such as drama in order to engage pupils in a particular problem on a variety of levels, emotionally as well as intellectually, and to tap into pupils' reservoirs of experience.

30. Questioning to confirm the learning that has taken place is used effectively across the school. Most questioning, however, was closed in nature, seeking a specific answer. Seen seldom was more open-ended questioning to encourage an extended reply and when it was seen, the ensuing debate was somewhat stilted. There are not enough structured opportunities for speaking and listening, where pupils have opportunities to rehearse their ideas, present their findings, essentially to deepen their thinking about a problem or issue and engage with it at a personal level rather than doing it as a task set by the teacher.

31. The school is seeking to improve the quality of writing and currently it is a skill which boys are finding more difficult than girls within the school and reflects the national picture. A possible way forward is to provide these active approaches and opportunities in order that the pupils identify with the task and through the engagement, pupils bring their own experiences to the task. In some ways, this is exactly what is happening in Year 7 where the pupils are investing in their own learning and where the inter-relationship between reading, speaking and writing are stressed.

32. The improved quality of teaching is often leading to good progress, and sometimes very good progress, in many classes. As a result standards are rising. As yet not all the improvements have had time to work through and lead to improved National Curriculum test results but across the school there is evidence that pupils are reaching higher standards than they were before as a direct result of the improved quality of teaching and increased accountability.

33. Overall, progress is satisfactory in the infant section. Pupils make good progress in Year 1 because of the good teaching but it currently slows in Year 2. Here there is evidence within pupils' exercise books of teaching that is variable in quality, sometimes unsatisfactory and low teacher expectations.

34. In the junior section, the school has had extreme difficulties with recruitment and had to rely on using temporary teachers, sometimes working for very short periods, to replace one member of staff and to cover for the illness of another. This has led to periods when progress has been unsatisfactory in these classes, particularly when the temporary teacher was with the class for a short period. The school has now managed to recruit temporary teachers for a sustained period, and this has led to improved progress. The difficult situation has been helped further by a number of factors. The good progress made in Year 3 in the two terms preceding the teacher's

illness carried over into their work. The good quality of planning in the school has provided the temporary teachers with a clear framework. The strong work and behaviour ethos set clear parameters for the class and regular monitoring of the work in the classes by the headteacher, deputy headteacher and special educational needs co-ordinator supported this. The quality of teaching in these classes during the inspection of English and mathematics and science was at least satisfactory. The result is that, overall, in these two classes pupils are working satisfactorily at a broadly appropriate level. Teaching in the other two classes is good with resultant good progress.

35. This is the first year that the school has created a Year 7 provision that is to a very significant extent composed of specialist teaching. Overall, the specialist teaching in the school is of very high quality. Expectations are high, teachers expect pupils to do well and cumulatively this has established the very rigorous ethos in Year 7. To this can be added the fact that the year group and their parents know they are 'pioneers' and therefore the pupils too are investing heavily in the process, taking responsibility and being more student-like in their approach to work. This ethos is closely linked to the quality of relationships between adults and pupils. Pupils are known very well and are supported effectively. There is mutual respect and friendliness, which does not slip into familiarity and pupils have responded well as a consequence.

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

36. There are good learning opportunities for pupils in the Reception year although opportunities for children to initiate activities are limited. Good day-to-day planning ensures that all aspects of the Early Learning Goals are met.

37. The school meets the National Curriculum requirements for infant and junior aged pupils and at the end of Year 7 in the core and foundation subjects. Requirements for religious education are met by the adoption by the school of the Diocese of Chichester guidelines in religious education and worship 1999 and the Qualifications and Curriculum Authority documentation in Year 7. Overall, there are good curricular opportunities. The school uses the strengths of its middle school provision well in terms of specialist accommodation and specialist teaching to older pupils. Teaching French to older pupils enhances the curriculum. Trips, a residential experience and a good extra curricular programme enhance further the opportunities.

38. Pupils with special needs and those for whom English is an additional language are fully integrated into all school activities, including extra-curricular school activities and visits to local places of interest.

39. The good individual education plans for pupils with special needs include clear and appropriate targets. The support required is identified and provided effectively either by the class teacher working in tandem with the learning support teacher and assistants or through the local support services.

40. Pupils with English as an additional language are also well integrated and are given additional support by the Local Education Authority specialist teacher who works with the pupils once a week. Individual targets are set and pupils make good progress academically and socially.

41. Policies and schemes of work are in place for all core and foundation subjects. A curriculum map details appropriate and relevant learning opportunities suitable for all pupils. Strategies for teaching numeracy and literacy are well established through the National Numeracy and Literacy Strategies. The school places a high priority on planning that is now very rigorous. The quality of planning has improved since the previous inspection and led to improved quality of teaching and learning.

42. Sports and music feature prominently in the after-school activities that are open to all pupils. They have opportunities to participate in many team games, athletics and gymnastics and instrumental tuition is provided in a range of instruments including, guitar, flute, violin, clarinet and drums and recorders. The school organises two choirs and an orchestra that plays for most assemblies.

43. The school promotes personal and social education including health education, sex education and drug misuse through the planned personal social and health education programme throughout the school.

44. The school is part of a 'family' of schools centred on a local secondary school structured to establish clear liaison and a smooth transition to the secondary phase. However, the situation is complicated by the fact that many of the pupils attend two different secondary schools.

45. Spiritual, moral, social and cultural development is good and is a strong feature of the school. School and class rules are agreed and clearly displayed in each classroom. Pupils are taught to distinguish right from wrong. Citizenship lessons with older pupils introduce pupils to difficult issues, for example exploring the theme of prejudice. The daily assemblies provide valuable opportunities for learning about Christianity and other religions. The school works hard to foster pupils' sense of self-esteem and there is a strong ethos of caring for others reflected not only in the quality of relationships between older pupils and younger but also in pupils' concern about the plight of other people. Pupils are very supportive of one another and there exists between older boys and girls an easy camaraderie. There are good opportunities within, for example art, history, music and English to explore European and other cultures. The traditions and cultures of the world's nations are recognised and respected although, because of its importance, this is an area identified by the headteacher for further development. This aspect has improved since the previous inspection. Pupils carry out class duties responsibly and the School Council is developing to be an important forum where pupils can express their ideas about how aspects of the school could be improved.

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

46. The school provides a supportive atmosphere that meets the variety of personal and educational needs of pupils in the school. The headteacher and senior members of staff know the pupils well and can offer personal support and guidance. This compensates to a large extent for the lack of permanent staff in some classes. There are satisfactory arrangements to ensure the welfare of pupils. The school has addressed the health and safety issues identified in the previous report. Detailed checks of the site and premises take place each term and any issues and action taken are documented systematically. All equipment is subject to regular checks. Day-to-day first aid and care for pupils who are unwell is good. Good systems are in place to ensure members of staff are aware of pupils in the school with medical conditions. Child protection procedures are satisfactory. Local authority guidelines are followed and the school has a brief policy. However, this does not clearly explain the procedures to be followed. Most members of staff know what is required but not all new members of staff have been given the relevant information. The headteacher has not undertaken any formal training and there is no regular pattern of training to ensure members of staff are clear about procedures.

47. The procedures to monitor and improve attendance are not sufficiently rigorous. Registers are checked regularly and unexplained absences are followed up but the school has no formalised systems to identify and monitor pupils with unsatisfactory and irregular patterns of attendance and punctuality. Strategies to improve attendance amongst pupils have not been developed. Newsletters are used to remind parents about the need for their children to attend school but this is not preventing many taking their children on holiday during term time.

48. The school promotes good behaviour effectively. There are clear expectations on the standards of behaviour expected. The behaviour policy provides staff with a framework of rewards and sanctions and they have individual discretion on managing behaviour in their class. In general, class teachers manage behaviour well and this has a positive influence on the high standards of behaviour in lessons and around the school. Any concerns about pupil behaviour are discussed with the headteacher who carefully records any serious incidents. However, there is no whole-school formalised system for class teachers to record or monitor any incidents of inappropriate behaviour or track individual pupils causing concern. Bullying is rare and satisfactory procedures deal with any instances that do occur.

49. Assessment and testing procedures across the school are good and are applied consistently. Information from these procedures is used to inform planning, which includes the identification of learning objectives that are shared with pupils at the beginning of lessons. This is an improvement since the previous inspection.

50. Baseline assessments are made shortly after children join the reception class. These provide information that is used to group children for teaching as well as the early identification of those who have special educational needs. Assessments build into a summative record of achievement of Early Learning goals. In addition, children's learning and progress across the areas of the Foundation Stage curriculum, including literacy and numeracy, are regularly checked and recorded. Assessment findings are used in the Foundation Stage to inform further planning and to support individual children's progress.

51. All pupils with special educational needs benefit from the school's good arrangements for assessment. Individual education plans are generally good and teachers are aware of pupils' targets and use them in planning. As a result, these pupils make good progress. Arrangements for annual reviews conform to Code of Practice requirements.

52. Arrangements for formal assessments are good and procedures are comprehensive. Pupils' attainment is tracked from entry to the school to the end of their schooling in Key Stage 3. Half-termly assessments are made of pupils' attainment and progress in English, mathematics and science and work is marked and levelled as part of a whole staff moderation activity. Mathematics and English co-ordinators analyse test papers and set curriculum targets. Termly assessment is undertaken in design and technology, communication, information technology, music and physical education. Assessment procedures in the other subjects are in the process of being developed. Assessed work files in the core subjects are kept for each pupil and these are used to track their progress. Assessment information informs the setting of group and class targets in English and mathematics. All assessment forms the basis for predictions for pupils' future achievement and is used to inform teachers' planning. The Headteacher, deputy and governors analyse statutory assessment test results and identify both individual and year cohort progress. These also inform the annual statutory target setting process.

53. Marking of pupils' work is up-to-date and accurate. Whilst teachers make comments that refer to pupils' achievement, they do not consistently make constructive comments that help pupils improve their work.

54. A caring Christian ethos pervades the school and this supports pupils' personal development in a positive way. Class teachers know their pupils well and understand their individual needs. They use this knowledge to monitor personal development informally. Any serious concerns are discussed with either the headteacher or deputy headteacher. There are, however, no formal systems for staff to record or monitor pupils' personal development. Pupils' achievements are recognised and rewarded in the Friday assembly.

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

55. The majority of parents support the school and what it provides. Those who completed the questionnaire and attended the pre inspection meeting were happy with many aspects of the school. However, a number expressed their concerns about the current staffing situation particularly in Year 5 and to a lesser extent in Year 3. Most parents feel that behaviour and teaching are good. They feel the school expects children to work hard and are encouraged to become mature and responsible. They consider the school well led and managed and are comfortable approaching the school in the event of any concerns. Many confirm their children like school and are making good progress. They consider the school works closely with them and are satisfied with the range of activities outside lessons. The inspection evidence support these positive views' parents have of the school. In contrast, there is a minority of parents who expressed concerns about the levels of homework and do not feel they are kept well informed about progress. Inspection evidence does not support these views. The provision of homework is good and the information provided to parents about their child's progress is very similar to that offered by most schools.

56. The school has maintained its good links with parents since the last inspection, many of who are involved in their children's learning and the life of the school. Induction into the reception class is well organised and establishes a positive relationship with parents. An open evening in the summer term offers parents a good opportunity to see the school. Parents are invited to Friday assemblies and there was very good attendance in the assembly seen. They are encouraged to help in lessons and many make a valuable contribution towards school life and pupils' learning by listening to pupils read. Two parents were observed helping Year 7 making cushions. A supportive Friends' Association arranges a range of social and fund- raising events. From reception, pupils are encouraged to take reading books home regularly and many parents support their children by listening to them read at home. A regular pattern of homework has been established. Guidelines have been sent to parents but this does not make expectations clear enough so that parents do not know exactly what homework pupils will receive each week. Home-school diaries are a valuable link between school and home and are often used to communicate between the teacher and parents.

57. The quality of information the school gives parents is good. It helps them become involved in their children's learning and to understand the work of the school. Regular newsletters, additional letters and information in the Friends' Association newsletters keep parents informed about school matters, forthcoming events and key dates. The induction booklet and prospectus provide useful information on school routines and the annual governor's report to parents' reviews the work of the school. Parents are given a summary of the school development plan so that they are aware of the school's priorities for development. In addition, a booklet informed parents of the current building plans. Parents are provided with opportunities to understand what their children are being taught. All year groups send detailed letters explaining the curriculum and topic work to be covered during the term. Curriculum workshops are not yet a regular feature but the school held a Numeracy Evening in summer 2000 and the headteacher plans to introduce an annual curriculum focus, beginning with science. Parents are kept well informed about their children's progress through two formal consultation meetings and the opportunity to discuss reports should they wish to do so. Annual written reports give clear information on what pupils can do and identify targets for future learning.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership by the headteacher is very good. There is a very determined and sustained focus on raising standards through a precise and very detailed school improvement plan. She is very reflective about the school, monitors the work effectively and uses this information and other statistical evidence well to guide future developments. She is very well aware of aspects of under-achievement and is addressing them in a systematic and effective manner. She is developing amongst a teaching staff, many of whom are part-time subject specialists, a strong corporate accountability and shared responsibility for addressing standards. A strong team is developing. The work undertaken on improving the quality of teachers' planning and the regular monitoring of the quality of teaching have led to significant improvements in the overall quality of teaching since the last inspection. The headteacher is supported very well professionally by the deputy headteacher who shares her aims and commitment. The senior management team is very effective. Subject co-ordinators take their role seriously and lead their subjects well.

59. The members of the governing body are very supportive of the school and have a very good understanding of its strengths and weaknesses developed by their monitoring role. The school meets statutory requirements. The school improvement plan is monitored closely. They are well placed to establish the strategic direction of the school and to contribute effectively to the next phase of development. They have a good understanding of governance and bring a range of professional and personal experience to the governing body.

60. The senior management team and the governing body evaluates the school's performance very well using internal and external data. Tracking pupils' progress is developing well and the school makes very good use of voluntary tests to identify aspects of the work requiring development.

61. Money is spent wisely with a view to obtaining best value and expenditure is linked closely to the school improvement plan and the school's priorities. Additional funding is used well. The carry-forward is planned to part fund specific building improvements. Overall, the school provides good value for money. The governing body has a very good understanding of the difficulties caused by staff recruitment problems and has affirmed that the headteacher has taken every possible step to rectify the situation. It supported the expenditure on additional strategies to boost the quality of learning in the classes which have been affected and tried to ensure that parents are kept as informed as possible about steps they have taken.

62. Overall, the accommodation is good and continues to improve. Changing facilities for older pupils are currently unsatisfactory. The investment in the information and communication technology suite is leading to improved standards. Resources are good. Teachers are well qualified and their expertise is used well. The professional development of teachers is managed well. Members of the support staff contribute effectively to pupils' learning.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to build on the many strengths of the school and to raise standards further, the headteacher, governors and staff should:

- implement, as planned, strategies to improve the quality of pupils' writing – particularly in Key Stage 1 and in relation to the performance of boys in Key Stage 2; and by
  - ♦ stressing the inter-relationship of speaking and listening, reading and writing;  
(paragraphs: 3, 6, 31, 75-94)
- implement, as planned, strategies to improve standards in mathematics - particularly in respect of the degree of challenge in Key Stage 1 and Key Stage 2 for the more able pupils.  
(paragraphs: 3, 7, 95-109)
- provide more opportunities for pupils to take responsibility for their learning by:
  - ♦ providing more opportunities for children to initiate activities in the Foundation Stage;
  - ♦ developing the target-setting process so that pupils take more responsibility and know what they have to do in order to improve their work;
  - ♦ ensuring that teachers are confident to use strategies, such as drama and open-ended group tasks, that require pupils to make a personal response;
  - ♦ involving pupils more in problem-solving activities that enhance their thinking strategies and develop their confidence in working independently;  
(paragraphs: 28, 29, 30, 31, 32, 72, 93)
  - ♦ developing marking techniques so that pupils have a clearer understanding of what they need to do to improve;  
(paragraphs: 28, 53)
  - ♦ improving the range and quality of teachers' questioning techniques so that pupils are:
    - challenged more frequently to clarify and extend their thinking;
    - given more opportunities to develop and express their own ideas.  
(paragraph 30)

In addition, the governors and staff should consider the minor issues of:

- establishing clearer learning objectives for directed play in the Foundation stage;  
(paragraph: 67)
- introducing procedures that are more rigorous to monitor attendance.  
(paragraph: 47)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

53

Number of discussions with staff, governors, other adults and pupils

15

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	16	25	10	0	0	0
Percentage	4	30	47	19	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]*

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		237
Number of full-time pupils known to be eligible for free school meals		0

*FTE means full-time equivalent.*

#### Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		41

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	28

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.9

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	17	15	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	13
	Girls	15	15	15
	Total	27	25	28
Percentage of pupils at NC level 2 or above	School	84 (81)	78 (81)	88 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	15	15	13
	Total	28	28	26
Percentage of pupils at NC level 2 or above	School	88 (81)	88 (88)	81 (94)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	17	14	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	17
	Girls	11	9	13
	Total	27	24	30
Percentage of pupils at NC level 4 or above	School	88 (81)	78 (75)	97 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	12	9	12
	Total	26	23	27
Percentage of pupils at NC level 4 or above	School	84 (81)	75 (78)	88 (94)
	National	70 (68)	72 (69)	79 (75)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	20
Pakistani	4
Bangladeshi	0
Chinese	0
White	182
Any other minority ethnic group	1

*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 to Y7**

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	21.44
Average class size	29.6

**Education support staff: YR to Y 7**

Total number of education support staff	6
Total aggregate hours worked per week	98

**Qualified teachers and support staff: nursery****Financial information**

Financial year*	2000/2001
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	£
Total income	468,118
Total expenditure	484508
Expenditure per pupil	2,036
Balance brought forward from previous year	39,210
Balance carried forward to next year	22,820

\*Based on information available in March 2001. The final closedown of the 2000/2001 budget took place in July and there is some variation to the figures quoted above.

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

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

### **Questionnaire return rate**

Number of questionnaires sent out	237
Number of questionnaires returned	123

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	41	7	2	0
My child is making good progress in school.	40	46	8	4	2
Behaviour in the school is good.	33	63	3	0	1
My child gets the right amount of work to do at home.	19	58	18	6	0
The teaching is good.	45	50	2	2	1
I am kept well informed about how my child is getting on.	39	41	15	2	2
I would feel comfortable about approaching the school with questions or a problem.	51	42	5	1	1
The school expects my child to work hard and achieve his or her best.	59	37	3	0	1
The school works closely with parents.	40	48	11	1	0
The school is well led and managed.	53	39	5	1	2
The school is helping my child become mature and responsible.	50	43	4	0	3
The school provides an interesting range of activities outside lessons.	39	44	12	2	2

\*Figures may not add up to 100 per cent because of rounding

## **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**

64. Children are admitted into the reception class at the beginning of the year in which they become five and attend part-time until the beginning of the term in which they become five when they attend full-time. Tests, called baseline assessments, are carried out during the first half term following admission. These tests indicate that the attainment of children in personal, social and emotional development and communication, language and literacy is below the county average whilst attainment in mathematics is broadly in line with the county average. By the time that they are ready to start in Year 1 the majority of children will achieve the Early Learning Goals and many will exceed them and begin working at the early stages of National Curriculum. The standards reported at the previous inspection have been maintained.

#### **Personal, social and emotional development**

65. The teacher and other adults give appropriate attention to children's personal, social and emotional development. By the time that they end the reception year the majority of children will achieve the Early Learning Goals for this area and they make good progress in this aspect of their development. Children have settled well, show a good understanding of classroom rules and routines and respond quickly and sensibly to any directions from either the teachers or other adults. They sit quietly and are attentive during assemblies, registration and whole-class activities, sometimes for extended periods. They are ready to join in with whole-class and group discussions and activities, answer questions, and share their ideas confidently. When learning to write the letters 'ch' most were very eager and confident to show their writing skills in front of the whole class. They talk about themselves and the things that interest them when playing with other children and adults. They persist at teacher-directed tasks with good concentration and perseverance and the most able work confidently without regular support from an adult. They tidy up sensibly when asked and accept responsibility for such things as wiping up spills that might have happened when drinking their milk. They co-operate well in both pairs and small groups and share equipment readily. They talk confidently about what they have done to each other and to the teacher. They take responsibility for most aspects of undressing and dressing themselves and putting their clothes away tidily when doing physical education or if taking part in the after-school football club. There are, however, insufficient opportunities for the children to initiate activities. There are well-established rules for behaviour in the reception class and these, together with the good role models provided by the adults, make a good contribution to the behaviour of all the children, which was observed during the inspection to be good. The teaching of this aspect is good. The pairing of reception children with older pupils when they first attend school makes a positive contribution to the social and emotional welfare of the younger children as well as helping them to settle quickly into school routines.

#### **Communication, language and literacy**

66. By the time they complete the reception year the majority of children will achieve the Early Learning Goals in this area and several will exceed them. They make good progress in this area of their development. An appropriate priority is given to the development of children's language and literacy skills through well-planned activities based on the National Literacy Strategy. In class and group activities, they listen attentively and give appropriate answers to questions about stories. The most able can use terms such as 'title', 'author' and 'illustrator' correctly to talk about books. Many can use their knowledge of story as well as the illustrations to predict what new books might be about. Most can recall the events of a well-known story or nursery rhyme in the correct sequence. When answering questions or making comments most speak confidently and clearly and some children have good vocabularies that they use well to explain their thoughts.

They are developing a sound sense of phonics through learning the sounds of individual and groups of letters and most can identify the sounds at the beginning of words and give other words that begin with the same sound. They are learning how to form letters correctly and the most able can identify and write letters that represent the initial sound of words. They can compose simple stories and when directed to write the most able children can write simple sentences using capital letters and full stops correctly and use their phonic knowledge well to write unfamiliar words. Others are able to copy write a sentence with reasonable accuracy and most are beginning to write some single words using their phonic knowledge. Most can write their first names legibly and correctly.

67. All the children in the reception class take books home to read with their parents and are heard to read in school with records kept of their progress. The most able can read simple texts using both their knowledge of the appearance of key words and their phonic skills to do so successfully. The regular paired reading activity with Year 4 pupils makes a valuable contribution to both the children's pleasure in reading and the development of their reading skills. All the children enjoy looking at books and handle them correctly. Overall, the quality of teaching of this aspect is mainly good. Many of the directed play activities, such as role-play, have the potential to provide further opportunities for the development of the children's language and literacy skills. However, the absence of precise learning objectives for these activities and the limited adult involvement mean that these opportunities are often not used as well as they might have been.

### **Mathematical development**

68. By the end of the reception year, the majority of children will achieve the Early Learning Goals for this area and several children will exceed them. Overall, they make good progress as result of the overall good teaching. An appropriate priority is given to children's mathematical development. The planned numeracy activities based on the National Numeracy Strategy have clear learning objectives and the use of mathematical language and appropriately challenging questions by the teacher provide good opportunities for mathematical development. The children count confidently forwards and backwards to ten and beyond and most recognise and write numbers to ten and the most able beyond ten. They are learning to count whole numbers in different multiples such as twos and tens and some can do this confidently. The majority of children understand the concepts of addition and subtraction and the most able can add two or three numbers confidently and subtract one number from another to ten. The most able can create a number line on which they order numbers to twenty. They know how to tally and can interpret a block graph for information. They are beginning to understand the concept of time and are learning to recognise and record given hour times. They can place the days of the week in the correct order. They recognise regular shapes. They can make comparisons between objects relating to size and weight and record their findings.

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

69. Knowledge and understanding of the world is taught through appropriately chosen topics. By the end of the reception year most children will achieve the Early Learning Goals for this area and they make satisfactory progress overall. Teaching is satisfactory. They have planted beans and through observation and discussion have begun to develop their understanding of the conditions needed for healthy growth in plants. Caring for the class guinea pig helps them to understand animal life and reflect upon similarities and differences between animals and themselves. Observation of the changes in frogspawn collected from the school pond introduced them to the concept of a life cycle. They plan and construct models using recycled materials and are learning how to join different materials. They have regular opportunities to use a computer.

Using the story 'Rosie's Walk' and maps, they have begun to develop their early geographical skills. They have thought about themselves and considered how they have changed over time. The current practice of blocking the teaching of history and geography means that children have insufficient sustained opportunities to develop their understanding and skills in these aspects of their learning.

### **Physical development**

70. By the time they leave the reception class the majority of children will achieve the Early Learning Goals for this area of development and they make good progress overall. The children enjoy opportunities for physical activity in the hall and work well in these lessons. They are beginning to understand about how their bodies work and the need for care. They respond quickly and confidently to instructions and are attentive to the teacher's suggestions. They use space well showing appropriate awareness of others around them. They run, jump and skip with confidence and control and are learning how to use and control small apparatus, such as balls, ropes and hoops. They respond enthusiastically to opportunities to create their own expressive movements. There is a secure outdoor area adjacent to the reception class cloakroom as well as direct access to the school's central courtyard. When the weather is fine children undertake a range of tasks in these areas, such as phonic games or work in the water tray, with the help of support assistants. However, not enough use is made of the outdoor environment to provide planned first-hand learning opportunities that extend and challenge their learning across the curriculum. At present, children do not have sustained opportunities to experience and develop the full range of physical movements and skills except at playtime. The children handle a variety of tools including pencils, crayons, brushes, glue spreaders and scissors and use these safely and with control. Teaching of this aspect is satisfactory.

### **Creative development**

71. By the end of the reception year, the majority of children will achieve the early learning goals for this area and they make good progress because of the overall good teaching in this aspect. They have regular opportunities to draw, paint and use a variety of materials including fabric, to make pictures and patterns. They illustrate a variety of work, including stories, using pencil and crayon. They are learning about the way that colour can change by mixing paint. For example by mixing blue and yellow to create different leaf colours they have found out that green has many shades. They closely observe natural forms such as flowers producing carefully detailed drawings. They use tools such as glue spreaders and scissors with good control. They enjoy singing action rhymes and join in with all the actions enthusiastically. They recognise, name a variety of untuned percussion instruments, and know how to play them correctly following a simple score. They are beginning to recognise that sounds can be changed in a variety of ways and can distinguish between notes of different duration and tempo. Although they enjoy regular opportunities for imaginative role-play and dressing up, the lack of adult involvement and participation and of clear learning objectives reduces the effectiveness of these activities.

72. The quality and range of the curriculum is good overall. It is based on national guidance- 'The Foundation Stage' and the National Literacy and Numeracy Strategies. There is a sound policy in place but there is not a scheme of work specific to the Foundation Stage to guide and inform curriculum planning. The curriculum is provided through a balance of adult-directed activities and directed play. However, there are insufficient opportunities for children themselves to initiate activities and choose resources in order to pursue new ideas or explore and practise aspects of their learning that interest them. Both medium- and short- term planning identify learning objectives related to the different planned activities although those for directed play do not always lead to play being effectively used within the different areas of the curriculum to support and promote learning.

73. The quality of teaching in the reception class all the teaching seen was at least satisfactory and is more often good. Relationships with all the children are good and the reception class is well managed and organised particularly in literacy and numeracy lessons. The relationships between teaching and non-teaching staff are good and effective use is made of the learning support assistants whose overall sound support promotes children's achievement and contributes to their well-being. Baseline assessment provides early identification of pupils with special educational needs and is used to inform pupil grouping and planning. Children's attainment and progress in each of the six areas of learning is regularly assessed and recorded and is used to inform planning and set learning targets.

74. At the time of the inspection the co-ordinator for the Foundation Stage was absent due to illness. Resources are satisfactory overall. The school has developed good induction procedures, including home visiting, to support children and their parents on children's entry to the reception class. There are good links between the school and the local playgroups and these contribute well to the induction of children into the Reception class.

## **ENGLISH**

75. Standards in English in the upper part of the school have shown improvement since the last inspection. The standards achieved by the current pupils aged eleven are good across the elements of English with significant numbers of pupils, about a third of the group, working above expectations. The school has identified writing as a particular aspect for improvement and there has been considerable emphasis on developing this aspect through staff professional training and development. Because of this work, standards in class are currently higher and progress better than the National Curriculum tests in 2000 indicate. In these tests, pupils achieved average standards but the results were below average when compared to similar schools. They showed average standards when compared to schools where pupils had achieved a similar score at in the tests when they were aged seven. This suggests that progress over time in English has been satisfactory. Boys' overall performance in English is relatively close to that of girls but this is not the case when considering the specific skill of writing, where their performance is lower. This reflects the national picture. On the evidence of the work, the progress of pupils in Year 6 is good. Results in the National Curriculum tests in 2001 show improved standards in writing with about a fifth of the class achieving Level 5.

76. Standards of pupils aged 12 are also good with over two-thirds of the group achieving standards which are above expectations for Year 7. Indeed a significant proportion of pupils, well over a quarter of the group, including some boys, are achieving particular maturity in their writing. The indications are that they have made very good progress during the year when compared to their results in the National Curriculum tests, with approximately two-thirds of the group achieving Level 5 or 6.

77. In the 2000 National Curriculum tests for seven-year-olds, pupils achieved close to the national average in reading and well below the national average in writing. When compared to schools with a similar percentage of free school meals, reading was well below average and writing very low - in the lowest five per cent of these schools.

78. Whilst standards have improved at the upper end of the school, this is not the case for younger pupils aged seven. At this stage, standards in writing are low. Standards in reading and speaking and listening are in line with expectations. The work the school has done to raise standards in writing is evident in the good progress in Year 1 but this still has to work through.

79. There are a number of specific subject related factors which help to explain the overall very good progress boys and girls make in English in Year 7 as well as more general features described elsewhere.

80. Because the overall quality of teaching in Year 7 is very good, the language that teachers demand of pupils, in the questions they ask, the reading expected, the discussions they seek to generate and the technical vocabulary they use are also very good and this creates a rich language environment across the work in Year 7.

81. Year 7 pupils engage as a whole class with literature that is demanding. Work on Chaucer, the War Poets and a class novel, 'Goodnight Mr Tom', demand that pupils identify layers of meaning and identify crucial features. The very good teaching ensures that pupils are made to think about and respond to clues in the texts. These higher order reading skills are fostered well and discussion is seen as an integral part of the work. The teachers in this year group see that the development of high quality writing happens as a result of developing the inter-relationship between the various elements of reading, writing and speaking and listening. For example, discussing of how an author engages the reader's interest in the opening of a story during work on the mystery genre led to a pupil writing this opening to a story:

82. 'The doorbell rang. Kay slowly emerged from her room. Her mother had told her to check who was at the front door before she opened it. Kay peered from the upstairs window. There was a large dark eerie shadow lurking outside. She could not see who it was as it was raining heavily and the ghostly figure had taken cover under the porch.'

83. Pupils are given time to discuss their ideas, talk about what they are reading and this in turn fuels their imaginations and helps them to write effectively. There is evidence too that in their personal reading, teachers encourage pupils to read more demanding work for personal pleasure. For example, one reading journal indicated that the teacher had loaned one very able reader her personal copy of a Jane Austen novel.

84. Technical aspects, including spelling are also taught well. In one lesson, pupils were given the task of explaining a process and giving instructions in a logical fashion. Through effective questioning pupils identified a range of connectives associated with sequencing, 'then', 'next', 'at the same time', 'however', 'therefore' and again through questioning the teacher established a 'framework' for the writing. The eventual finished work was to be incorporated into a TV magazine programme.

85. The pupils' drafting books are used very effectively in this class. Teachers intervene early in the writing creative process, not only to praise and point out secretarial errors but also to indicate how and what might improve, tackling the structure of the writing and the quality of the ideas. There is a clear understanding of the process of drafting which is not always the case in other year groups. The quality of teacher interventions is often very good and particularly helpful and pupils respond well to this detailed and personal investment by the teachers.

86. Year 6 pupils achieve good standards in English and make good progress because of the overall good quality of teaching. Nevertheless, in this class, the purpose of the drafting book is less clear - its function is more general purpose. The marking in these particular books is courteous, tactful, polite and encouraging but less engaged with the quality of the ideas and the structure of the writing. Yet there are appropriately demanding expectations and work is very well planned. The quality of relationships with the pupils is firm, friendly and open and the teacher listens particularly well to what the pupils have to say. Homework is used particularly well to extend the work done in lessons. For example, in one Year 4 lesson pupils worked in pairs to examine the persuasive language used in a holiday advertisement and were asked to carry out an independent analysis of an advertisement for homework.

87. Across the remaining junior part of the school, teaching is at least satisfactory and sometimes good. The work that the school has done on improving the overall quality of planning supports the two temporary teachers well and as a result pupils in these classes are making satisfactory progress. Pupils in Year 3 had made good progress in the two terms preceding the class teacher's illness and this carried over into the work. The quality of relationships varied between the classes. One temporary teacher was clearly at an early stage of developing a relationship with the class whilst in the other a good relationship had developed. The relationships in the remaining class with the permanent teacher was very good, the teacher knew the pupils well and the planning was effective in identifying the varying needs of pupils so that all pupils in this class made good progress. Pupils' attitudes to the subject are overall good. They are interested and engaged by their English work and are able to work independently when required.

88. Overall, progress in the infant section is satisfactory. In the lessons seen, the quality of teaching was good. It was very good in Year 1. Reading is taught well and by the age of seven standards in reading are appropriate. Pupils in Year 1 sound out 'hatch' and know that 'ed' makes 'd' sound. Phonics are taught well. Pupils use the context and clues in the pictures to work out the meaning of unfamiliar words. Year 2 pupils read 'Fantastic Mr Fox' with enthusiasm in a small group and these higher attaining pupils are able to invest their reading aloud with some character. Effective questioning in Year 2 extends pupils understanding of how a book is organised building on the work started with younger pupils who are able to use an index to find out information.

89. Listening skills are developed well, for example, Year 1 pupils listen very carefully to the sound of words before spelling 'stork' or 'short' on their whiteboards aided by the teacher's careful enunciation. Pupils are confident to answer questions, speaking clearly and overall speaking and listening skills are in line with expectations by the age of seven.

90. Younger pupils in the infants make good progress in their writing. During the inspection, these pupils were writing a non-fiction book about caterpillars. They are starting to use capital letters and full stops, reinforced later in their information and communication technology lesson. Pupils in Year 2, settle with confidence to writing about houses as part of work linked to history.

91. 'The furniture in the old days was made out of Wood all the chairs was made out of wood. The differences is all the children was not aloud to sit on chairs they had to sit in table chairs.'

92. 'In the old days they didnt have an oven they had to cook on a fire and they didnt have heating they just had fire'

93. Whilst the teaching seen for the older infant pupils was good, evidence from the pupils' books indicates some unsatisfactory work. Overall, expectations are not sufficiently high and more could be expected from these pupils in the quality and presentation of their work. Whilst there is good progress in writing with younger pupils and the work on improving writing evident in the way that lesson by lesson the work is extended, the current rate of progress slows with older infant pupils and overall, standards of writing are low, well below expectations for pupils aged seven. Evidence from the National Curriculum tests over the last three years indicate that whereas girls are exceeding the national average in reading and are broadly average in writing, boys' reading is just below the national average and significantly below in writing. There was no clear distinction between the quality of the work of boys and girls in the classroom.

94. Across the school pupils with special educational needs and those pupils with English as an additional language make good progress in their English skills because of the overall quality of support they receive. The quality of teaching by the learning support teacher is good as is the specialist English as an additional language teaching. Pupils are keen and motivated and want to do well. Some withdrawal from class takes place and this is timed effectively to fit into the demands of the literacy lesson. Timing of withdrawal for reading by parents sometimes needs more thought in order to prevent pupils missing a crucial element in the lesson. Learning support assistants across the school provide effective support in the classroom. They are experienced and because of the detail of teacher planning are clear as to their role in a particular lesson. They make a significant contribution to pupils' learning in English.

95. There has been careful consideration to improving the pupils' standards of presentation. Careful attention is given to the development of handwriting and pupils from an early age are encouraged to link their letters into 'joined up' writing and to use ink. This has the advantage that pupils' handwriting is legibly formed and joined and with older pupils is fairly fluent. However, throughout the school, all pupils use the same type of pen and this policy could be usefully reviewed to allow older pupils to develop a more personal style. As the particular pen's 'nib' becomes worn, it requires a very upright grip that can restrict some writer's fluency and in some cases, pupils are developing a very idiosyncratic pen grip. Throughout the school, good use is made of information and communication technology in English. For example, Year 3 pupils import 'clip-art' images to enliven the presentation of their word-processed stories and Year 4 pupils write newspaper articles for the 'St. Andrew's Daily Times'.

96. Further consideration needs to be given to the process of pupils drafting their work across the school and to the use of class texts with older pupils as a catalyst to develop the inter-relationship between more advanced reading skills and as a stimulus to personal reading and as a means of enhancing speaking and listening and writing skills. Little use is currently made of drama across the school as a means of actively engaging with an idea not only intellectually but also emotionally. Where it was seen, briefly, as part of a citizenship lesson in Year 7, it was evident that the pupils were not used to improvising on a regular basis. They did show in their attitudes however, that they would not only respond well to working in role, given regular opportunities but that they would find the development of the skills associated with drama particularly helpful. The subject they were exploring, the emotional dilemma of coping with a confidential disclosure, was particularly apt for drama and role-play work. Drama provides another teaching strategy to engage and involve pupils in the moral dilemmas facing a person in history or a character in a novel. It would also provide more open-ended opportunities for pupils to express their own ideas and take greater responsibility for their learning, enrich their discussion skills and hence their thinking and ideas and ultimately their writing skills.

97. The co-ordinator has led the subject very well. There has been detailed monitoring of the teaching of literacy and subsequent very effective evaluation of what needs to be done to raise standards further through careful analysis of test papers and consequent setting of curriculum targets. The National Literacy Strategy has been implemented well. There is, as part of the school improvement plan, a specific literacy action plan. The specific focus on the improvement in writing is showing benefits in the raised standards, which are, despite some variations in pace, working through the school. Whilst standards continue to need to be addressed particularly in writing with younger pupils, there is evident clear commitment to this process and a planned approach to achieve this.

## MATHEMATICS

98. Standards in mathematics are rising in recent National Curriculum tests and in the current work of eleven-year-olds and twelve-year-olds. They have also shown a steady improvement in the tests for seven-year-olds. Standards of the current class of seven-year-olds do not reflect the standards achieved in the 2000 tests and are in line rather than above expectations. Overall progress in Key Stage 1 is satisfactory.

99. The results of the 2000 statutory assessment tests show that the percentage of pupils reaching the expected level of attainment in the tests for seven-year-olds was above average. The proportion of pupils reaching the higher level was well above the national average and when compared to schools serving pupils from a similar background. There has been a steady increase in results over the last three years. In the 2001 National Curriculum tests 85 per cent of pupils achieved Level 2 or above with 34 per cent achieving Level 3, less than the previous year. Early indications are that performance in the 2001 National Curriculum tests are closer to average rather than being well above average results. The performances of boys and girls over the last three years exceeded the national average for their respective genders.

100. The results of the tests for eleven-year-olds in 2000 indicate that the percentage of pupils attaining the expected level, Level 4 and above was above the national average whilst the proportion attaining the higher levels was below the national standard. The school's performance was well below that of similar schools, because of the fewer numbers attaining the higher level. The trend over the last three years has shown a steady improvement in standards that matches closely the improvement in the subject nationally. The 2001 National Curriculum tests indicate a similar position. The improvements in the planning of mathematics leading to pupils making overall good progress within the school have not yet had sufficient time to work through.

101. The work of pupils in the current Year 6 shows better standards than the test suggest. In the graph work based on sports day results for example, approximately a quarter of the class were working at a level close to or above expectations for their age whilst a half of the group were working securely at an appropriate level. The performance of boys over the last three years was above average whilst the performance of girls fell below the national average. There were no obvious reasons that would account for the differences in attainment in the work seen in class. Indications from the 2001 tests show that there is little overall difference between the performance of boys and girls given the actual numbers achieving each level.

102. By the end of Year 7, pupils are achieving standards above national expectations. Over the year, they have made very good progress. A third of the class are working at Level 5 and a further third of the class achieve standards well above average (Level 6). Pupils of all abilities make very good progress.

103. Since the last inspection, the quality of planning has improved. This has helped to raise the standards of attainment in mathematics. The thorough planning of the National Numeracy Strategy across the school ensures effective teaching. The quality of planning supports the two temporary teachers well. The co-ordinator analyses the end of year results and identifies areas that need development, setting curriculum targets throughout the school. With the support of the senior management team, she ensures that the National Numeracy Strategy is taught in a consistent and effective manner from Year 1 to Year 6. Resources are satisfactory and are easily accessible for teachers and pupils.

104. Pupils with special needs and those with English as an additional language are provided with work which is matched well to their needs and make good progress overall.

105. By the age of seven pupils can count to 100 and order numbers to 1000. They can add and subtract to 1000 using number lines and cards to assist them visually. They can halve and double numbers, for example double 19. Pupils have a good understanding of place value. They use mathematical vocabulary well and use it with understanding to solve word problems. For example, pupils in Year 2 identify key words: 'total', 'all together', 'how many' in order to use the correct strategy or rule to find the solution.

106. The quality of class work seen in Year 2 during the inspection does not reflect the standards achieved in the 2000 tests. In this year group the presentation of work is below average and progress is hampered by low expectations. In the class there are about ten able mathematicians who when given their work sheet settled to the task with deep concentration and in silence independently completing the task of 12 sums very quickly. Before this, they were asked to use multi-link cubes to solve four problems that they could do mentally.

107. By the age of eleven, pupils have a good understanding of the language of mathematics and use it accurately. In Year 3, pupils learn to divide with increasing confidence and they understand the link between multiplication and division using it to further their knowledge of fractions. They begin to realise that fractions can be equivalent. Year 4 pupils can use a tally chart to record information on a pictogram. Pupils who are able to respond to more demanding challenges are able to choose their own scale and then to transfer their data to a graph. They begin to interpret their information and see how it relates to every day life. Pupils in Year 5 subtract four-digit numbers, understanding the decomposition procedures used in subtraction. In Year 6, pupils make good progress in learning how to apply their knowledge and understanding of mode, median, mean and range to data collected during the practice for sports day. Across the school information and communication technology is used effectively to support learning in mathematics. Year 4 pupils, for example, collect and present comparative data as part of their work on 'growth' and Years 5 and 6 use spreadsheets with increasing confidence.

108. Pupils are grouped according to ability in Year 7. Pupils work confidently, learning to express a mapping or table of values algebraically and interpret them. They are able to discuss and interpret a range of graphs, understanding the terminology. Pupils use their knowledge of conversion graphs to compare money, weight and speed. By the end of Year 7, pupils are making very good progress because of the specialist teaching and small groups.

109. The attitudes of pupils throughout the school are very good. Pupils from Year 1 to Year 7 enjoy mathematics and many girls and boys say it is their favourite subject. They ask the teachers and classroom assistants for help when needed and feel very confident that members of staff respect their questions. The behaviour of pupils is very good. Pupils are interested and involved in activities and listen very attentively. They respect and value the contributions made by their peers. Pupils are keen to succeed and want to make good progress.

110. Overall, mathematics teaching in the school is good. In the infant section, it is satisfactory and it is very good in Year 7. All the lessons observed were satisfactory or better. However, some of the overall satisfactory teaching at the end of Key Stage 1 has shortcomings, including a slower pace of teaching and low expectations. Planning is good overall with clear learning outcomes that enable assessment to take place. Good use is made of resources to aid understanding. This enables pupils, including those with special needs, to make good progress. The majority of teachers understand the abilities of their pupils and the work is well matched to their needs. Pupils with special needs and those with English as an additional language are well supported by the learning support assistants and county specialist. The higher attaining pupils are usually challenged appropriately. Homework observed being set in the junior section aids and extends learning in the classroom.

111. Most teachers' use marking satisfactorily, but throughout the school constructive marking is not used sufficiently to help pupils to develop their understanding of what they need to do to improve. The setting of individual targets for pupils is not yet established. All teachers make good use of praise and pupils respond to their encouragement.

112. The policy and effective schemes of work have been drawn up and implemented by the co-ordinator with support from the county advisors. Monitoring of class work by senior management and the co-ordinator takes place regularly and informal feedback is given to staff. Assessment takes place each half term, at the end of the key stages and at the end of Years 3, 4 and 5 with the use of the optional standard assessments tests. The results are analysed and provide useful information to staff on the areas that need to be targeted in each year group.

## **SCIENCE**

113. The results of the 2000 teacher assessments at the end of Key Stage 1 showed that pupils' attainment overall was well below the national average although their attainment in Materials and Properties and Physical Processes was in line with the national average. Inspection evidence and teacher assessment for 2001 indicates that standards in science at the end of Key Stage 1 are satisfactory overall and are broadly in line with national expectations in the percentage of pupils gaining Level 2. No pupil gained Level 3, which is the same as last year and is well below the national average. Pupils make satisfactory progress. These standards are below those reported at the previous inspection.

114. Results of the 2000 national tests for eleven-year-olds showed that pupils' attainment at Level 4, the expected level for this age group, was well above the national average and the percentage of pupils reaching Level 5 was above the national average. In comparison with similar schools, pupils' attainment was above the national average. Over the past three years, the school's results have consistently been above the national average. The early indications are that in the 2001 tests are closer to average, reflecting the nature of the cohort. Inspection evidence indicates that pupils make good progress and standards in class by the end of Key Stage 2 and in Year 7 are above average. The school has maintained the standards reported at the previous inspection.

115. At Key Stage 1, pupils make sound gains in their knowledge and understanding of the full range of aspects of science, and by the age of seven standards are satisfactory overall. Pupils can name the main parts of a plant and know the difference between plants and animals. They understand the importance of correct food and drink for healthy growth. They can draw and correctly label a simple electric circuit and can name objects that depend on electricity to work. They are aware of the main safety rules concerning electricity. They also know some methods by which electricity can be saved. Through work on moving toys and with magnets, they understand the concept of pull and push. They can sort and classify different materials and understand the difference between man made and natural objects. Through practical work, they understand the importance of collecting evidence. For example, Year 2 pupils observed how ice and chocolate were affected and changed by heat, both indoors and outside in the sun, and noted the differences in the rate at which the materials melted and recorded their observations accurately. They understand the concept of a fair test. They are able to predict likely behaviours giving sound reasons for these. They use scientific vocabulary appropriately in their verbal and written communication. Towards the end of the key stage, pupils do not always present their written work with sufficient care and spelling, handwriting and presentation of work are often unsatisfactory.

116. By the end of Key Stage 2, pupils know the ways in which seeds can be dispersed and the process of pollination and fertilisation. They have a good understanding of the earth's rotational pattern and the phases of the moon. They know that some things can be changed into a different state and they can discuss the reversibility and irreversibility of state. Through an experiment in which cut flowers were placed in a dye solution, Year 3 pupils are developing an understanding of how plants grow. Through close observation of the dye staining on the petals and examination of a section of the stem they had a good understanding of how plants take up water through their stems and were able to complete appropriately labelled diagrams to represent what they had learned. Pupils in Year 4 are able to ask pertinent questions that will help them to classify different animals and insects and understand the importance of keys in classification. Pupils in Year 6 have a good understanding of those features that contribute to good health. They were able quickly to identify and record a wide range of features that contribute to a healthy life-style and those that would not, including the dangers of tobacco, alcohol and drugs.

117. In Year 7, pupils continue to extend their knowledge and understanding of science through experimentation, practical activities and extensive recording and their work links directly with chemistry, biology and physics in preparation for secondary education. For example, as part of their work on variation and classification, pupils were observed sorting organisms into groups as a continuation of work done previously when they had observed a guinea pig and a newt. They had a good understanding of using observable features to note similarities and differences to support classification and recorded their findings in tabular form. They had a good understanding of why classification is needed and could apply what they had learned. For example, one pupil commented on the similarity between woodlice and millipedes as both having segmented bodies.

118. Pupils enjoy their science lessons and the majority work with interest and perseverance. They pursue their activities to a conclusion concentrating well on their set tasks. They work co-operatively in activity sessions and discuss their work sensibly when required. In most classes their work is usually neatly presented and diagrams, tables and graphs are titled and well labelled. In most lessons, pupils behave well.

119. The quality of teaching ranges from satisfactory to good but it is good overall. Teaching in Year 7 is excellent. Teachers make good use of topics to provide pupils with opportunities for practical investigations and experiments. Resources are well prepared and the management of pupils is generally good. Pupils are encouraged to handle materials and good discussion often ensues because of teachers' good questioning and use of appropriate scientific vocabulary. Effective links are made with literacy and numeracy and information and communication technology, particularly in Key Stage 2 and Year 7. Good use is made of reference to the real world as for example the classification work done in Year 7 using the guinea pig from the reception class and newts from the school's environmental area pond. In their planning teachers' identify clear learning objectives as well as what they expect pupils of differing abilities to achieve in each lesson. They make good provision for pupils with special educational needs by ensuring they receive additional support. An assessed work file is kept for each pupil as part of the termly assessment process and teachers record pupils' progress termly.

120. The co-ordinator has very good subject knowledge and good awareness of the strengths and weaknesses in the science provision. She monitors half-termly topics with regard to science and monitors medium-term planning termly. She has monitored teaching and learning across the school with specific attention to identified foci, such as investigative skills. She analyses test results and teacher assessments with regard to potential issues that are then addressed through whole-school inset. She monitors the termly science assessment activities and the moderation of these supports the development of a whole school view of standards. The co-ordinator regularly audits the good quality resources and these are well stored and accessible. She runs a fortnightly Conservation Club and this makes a good contribution to the development of pupils' scientific skills and knowledge.

## ART AND DESIGN

121. During the period of the inspection, it was only possible to observe four art and design lessons, one in Key Stage 1, two in Key Stage 2 and one in Year 7. Judgements are based on the lessons observed, a scrutiny of work in sketchbooks and on display, teachers' planning and discussion with the co-ordinators.

122. Attainment in art and design is in line with national expectations by the end of Key Stage 1, Key Stage 2 and Year 7 and pupils, including those with special educational needs, make good progress in the lessons seen. Overall progress over time is satisfactory. The school has maintained the standards reported at the previous inspection.

123. In Key Stage 1, pupils experience a range of techniques and materials. They use paint to create pattern and picture and continue to develop their understanding of colour range by mixing their own colours. In Year 1, they use paint and other media to recreate their own ideas or to illustrate work in other curriculum areas. For example, pupils in Year 1 mixed a range of different blues to create sea and sky for their paintings of lighthouses to extend their understanding of work in literacy on 'The Lighthouse Keeper's Favourite Stories'. In Year 2, pupils developed their observational skills by looking at the detail of a fabric design on a sari and used watercolours to record their observations. Following careful observational drawing of houses, they developed and refined their skills and knowledge of clay by making clay models of houses and their distinctive design features. They study the work of artists such as Monet and this contributes to their own observational work of natural forms. They use different media, including information and communication technology with growing skill and appreciate their different properties in relation to their own work.

124. In Key Stage 2, they continue to develop their understanding of a variety of techniques and to apply these well to different aspects of their work. They use pencil and paint with good control and skill in portraits and in observational drawings of natural objects, showing an awareness of light, shade, texture and tone. In Year 4, they produce carefully detailed work for jewellery designs that are then transferred to work in clay. In Year 6, pupils studying batik work produced drawings that showed a good understanding of the constraints of working with hot wax and dye and made positive use of sketchbooks and other source material to support their choice of design. They apply ideas and techniques learnt from their study of the work of a variety of artists to their own work with imagination and skill. For example, they planned and made paintings with the addition of digital photographs and other applied foreground detail, based on the work of Rousseau, as part of their work on environmental art. In Year 7 as part of their work on 'medieval realms', they explored techniques used by medieval artists and created their own illuminated letters using complex designs. Following a study of 'The Wilton Diptych', they planned and created in paint sensitive and detailed paintings of angels and critically evaluated their own work. In both Key Stage 2 and Year 7 pupils' study of artists, such as Turner and Rembrandt, contributes to the quality of work that they produce.

125. In the lessons observed pupils showed a lively interest in and enjoyment of the art and design work in which they were involved. They worked well, applying themselves with good concentration, and took pride in producing work to a good standard. They are able to collaborate to good effect to produce work of sensitivity. The work they undertake makes a good contribution to their spiritual and cultural development as well as enhancing their understanding of work in other subject areas.

126. The quality of teaching in the lessons observed was good. Teachers plan and organise their work well and use a variety of appropriate activities and resources to enthuse the pupils. Skills and techniques are taught systematically with clear instructions and good exemplification. Teachers use pupils' finished work to good effect. The standard of display is good and the school is an attractive and stimulating learning environment.

127. The headteacher and deputy headteacher, who currently have responsibility for the co-ordination of the subject, have a sound view of the future development of the subject across the school. There is a policy in place and the school has its own carefully constructed and detailed scheme of work that been audited against Qualifications and Curriculum Authority guidance. There are resource packs matching the various topics within the scheme of work and these provide good support and guidance for all staff. There is a satisfactory range of centrally stored and readily accessible materials and each class has its own art centre to support pupils.

128. Art is used well throughout the school to illustrate and illuminate work across the curriculum including literacy and numeracy.

## **DESIGN AND TECHNOLOGY**

129. Because of the way the subject is blocked within the timetable, it was only possible to see two lessons in design and technology during the period of the inspection. Judgements are based on the lessons observed, a scrutiny of pupils' work in books and on display, teachers' planning and discussion with the co-ordinators. Pupils' attainment is in line with national expectations by the end of Key Stage 1, Key Stage 2 and Year 7 and pupils, including those with special educational needs, make good progress within specific units of work and satisfactory progress over time. This is an improvement since the previous inspection.

130. Planning shows a good balance of experiences. Pupils study structures, mechanisms, textiles, food technology and they use a range of materials and a variety of tools. The design element is fully incorporated in the process, as is evaluation, and skills are taught systematically. For example, Year 2 pupils designed and made puppets. They made an initial design, listed the success criteria and the things that they wanted the puppet to do and selected the fabrics that they wished to use. They then finalised their design and made the puppet using fabric and thread. Practical work is followed by a written evaluation based on their success criteria.

131. In Year 6, pupils working on structures and joining materials used the Intranet<sup>3</sup> to conduct research on shelters. They then used their research information to plan possible materials and joining techniques for the construction of their own weatherproof shelters. Initial planning noted the significant features of their design, including weatherproof features and stability. Pupils drew up a plan of action to govern the actual construction and then constructed their shelters. This was followed by a critical written evaluation of their structure against their design brief.

132. In Year 7, pupils made soup adapting a basic recipe by the considered addition of selected vegetables. They used tools and equipment with a good understanding of safety and hygiene. They then tasted the different soups and discussed the different flavours followed by a written evaluation of their work with suggestions for improvements. The final element of the work involved them in consideration of marketing techniques and they designed posters and labelling for their soup. The work undertaken in design and technology enables pupils to make good use of knowledge and skills from other subjects, including mathematics, English science and information and communication technology.

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<sup>3</sup> The school's internal network

133. In the lessons seen teaching was good. Work was well planned with clear learning objectives that were shared with pupils. Pupils worked enthusiastically both individually and in collaborative pairs and their attitudes to work were good. Pupils' work is regularly assessed and levelled and their progress is recorded and tracked.

134. The headteacher and deputy headteacher are currently co-ordinating design and technology across the school. There is a sound policy in place and the school has adopted Qualifications and Curriculum Authority guidance as its scheme of work. Teachers' planning is regularly monitored. There are sufficient resources to support pupils and these are readily available in the food technology centre and a central store. The school has plans to refurbish the food technology room and design and technology central resource area.

## **GEOGRAPHY**

135. Pupils' attainment is good at the end of both key stages and at the end of Year 7. This is an improvement since the last inspection when standards were judged to be in line with national expectations.

136. In Key Stage 1, pupils make good progress in their studies of the local area, an island and a contrasting environment. In Year 1 when locating places in the immediate vicinity, the pupils use good mapping skills labelling the parts of the school and playground. They enjoy the work on identifying features of the seaside and begin to use correct geographical terms to describe them. Pupils with special educational needs make good progress and they are eager to show the models of the seaside they make. Pupils with English as an additional language make good progress in their understanding and use of language. One pupil describes a picture of a boy as 'walking in the shallow water'. Year 2 pupils study life in an Indian village and compare it with life in England. Good examples of descriptive writing occur when pupils compare drinks. For example, 'The village does not have sugary drinks like Ribena to drink'.

137. In Key Stage 2 pupils in Year 3, study climatic zones and global weather conditions. Some very good learning occurs as pupils study temperature conditions taken over a few days. Able pupils produce line graphs to show the trends in temperature and comment on the actual and forecast figures as given in the set of figures. Another very good lesson in Year 4 extended the learning of pupils in their ability to read and locate places on the globe and the map of England. They used latitude and longitude to describe the position of places. Pupils with special needs and those with English as an additional language are fully involved and make good progress. By the end of the Key Stage 2, pupils make good progress in producing an action plan to preserve the rain forests of the world. The cost and timing of their plans were discussed and presented with good information to support their ideas. Very good links with other subjects are made throughout the school.

138. The quality of teaching geography in Key Stages 1 and 2 and at the end of Year 7 is good. Teachers plan well and make good use of resources to enhance learning. Planning indicates how information and communication technology supports the subject. For example, combining the work on control with treasure maps in Year 2. The work is planned well to suit the abilities of the pupils, especially those with special needs. Overall, teachers have high expectation of pupils and manage their behaviour well. This enables good learning to take place. Marking practice in the subject is not consistent and pupils are rarely given specific learning targets.

139. The co-ordinator manages the subject well. She monitors planning and speaks to the class teachers on an informal basis, providing advice and support where and when required. Resources are good and well maintained and used to assist teaching throughout the school.

## HISTORY

140. Due to the arrangements for the subject, no lessons were observed during the inspection. Through the scrutiny of work samples and by talking to pupils it can be judged that by the end of the key stages and at the end of Year 7 the levels of attainment are good and are above national standards. Pupils use their knowledge of what has happened both in their own lives and the lives of families and acquaintances to help them to understand how changes happen over time.

141. This is reflected in the transport topic covered by pupils in Year 1 who wrote to their relatives asking for information about trains. The replies the pupils received from parents and grand parents contained facts about the train systems of previous decades that the pupils not only found exciting and interesting but also involved them in primary source material to discover simple questions about the past.

142. Pupils learn about the lives and life-styles of famous people. For example, in Year 2 they discover Guy Fawkes and the 'Gunpowder Plot'. They show understanding and factual knowledge of major events and people they have studied. They learn about the past, understanding how much life has changed, as in the study of the local Victorians by Year 3 pupils. In other classes in Key Stage 2 and in Year 7, pupils develop further their chronological awareness and demonstrate factual knowledge and understanding of aspects of the history of Britain. They describe some of the events and changes and people. A Year 4 pupil, for example, describing Queen Elizabeth 1 wrote: 'She put white on her face to show that she never worked in the sun'. Pupils demonstrate factual knowledge about, for example, how people lived in Ancient Greece and their particular contribution to our culture. A comment from a Year 5 pupil about the Spartans mentioned that, 'The Spartan Government was run by old men who were believed to be wiser!' During the study of medieval Britain, pupils in Year 7 record their findings in very observant and amusing accounts of daily life, as seen in the 'Diary of a Blacksmith' which not only showed their ability to link information from a variety of sources but also the way facets of the past are represented and interpreted.

143. Pupils enjoy history, interpreting events in a variety of ways involving art and design, creative writing, information and communication technology and news-sheets. They research information and use their skills to sequence significant events.

144. The teaching of history in the work sample seen is good, with good progression throughout the school. Teachers challenge the thinking of pupils and provide opportunities for them to discuss reasons and interpret certain actions. Planning of lessons is detailed and well structured and work is differentiated to the needs and abilities of the pupils. Use is made of the good resources, for example artefacts, books and videos and CD-ROMs. Teachers have good subject knowledge and this has a positive impact upon learning. Teachers are aware of the differing needs of pupils especially those with special needs and English as an additional language and these pupils make good progress over time.

145. The co-ordinator is building up a good bank of artefacts for use throughout the school. This was a recommendation from the previous inspection. The scheme of work meets the requirements of the National Curriculum and the policy document gives staff details of teaching and suggestions of organisation, methods and resources. Consistent monitoring of work samples takes place and the co-ordinator refers back to staff on an informal basis. Good links are made with other subjects. For instance, English, geography and history are linked in the Year 1 study of the seaside, in Year 5 whilst learning about ancient and modern Egypt, and in Year 7 in their study of France.

## INFORMATION AND COMMUNICATION TECHNOLOGY

146. Standards, as in the last inspection, are in line with expectations for seven-year-olds and for pupils aged eleven and twelve. Nevertheless, since the last inspection, there has been very good improvement in both the provision for information and communication technology and in teaching expertise. There is evidence that higher standards are being reached in earlier years and that the range of work has improved and is developed at a greater depth.

147. The reasons for the good improvement are associated with very good subject leadership with a clear action plan for improvement, which identifies what has been done and what needs to be carried out. There has been significant investment in staff training that has led to an increase in staff expertise and confidence, further helped by the effective partnership with the Local Education Authority specialists. The creation of an information and communication technology suite has accelerated the process of teaching specific skills as has the adoption of published schemes of work by the Qualifications and Curriculum Authority.

148. By the age of seven, for example, pupils are able to save and retrieve their work and can present their ideas using a range of information and communication technology skills and can create pictures using appropriate software. Pupils can programme a robot in association with work on treasure maps. Year 1 pupils are able to word process a simple caption showing a developing knowledge of the keyboard. Key skills are taught effectively by clear teacher demonstration, aided by the fact that the computer image is 'projected' onto a television screen. One lesson was very carefully constructed so that a particular information and communication technology skill was demonstrated, pupils reminded about the context of their work, creating a non-fiction book, by skilful questioning and by the teacher modelling the sentence 'The caterpillar turns into a chrysalis'. This context was then used as an opportunity to practise the relevant information and communication technology skills.

149. Year 7 pupils are able to conduct a survey about the strengths and weaknesses associated with the 'Crawley Leisure Centre' and present their conclusions in a variety of forms, checking the accuracy of their results and working within Level 5. They use a software program to sequence model traffic lights and to programme a 'street light' to turn off when the 'sun' comes up. They show good understanding of the logic of control. Year 6 undertake similar work - a good example of how standards are rising as pupils with access to the new equipment move through the school. Pupils in Year 6 are able to access, interrogate information and manage data, as indicated by the work on spreadsheets as well as beginning to use specific software to introduce a presentation. Throughout the school, digital photography is used effectively to record work.

150. The quality of teaching seen, and evident from the work around the school is good. Subject knowledge is, overall, good and sometimes very good. Teachers are skilled at creating an effective context for the information and communication technology work. In a sense, the tasks are 'real', they have an audience and purpose and the information and communication technology is an essential and integral part of the solution. As a result, the tasks engage the pupils' interest so that they work with enthusiasm and real interest, which in the case of the older pupils allows them to bring their own skills, into play. As a result, in the small sample of lessons seen pupils make good progress. Over time, progress is satisfactory but improving. Planning of activities is good and the units of work have been carefully ordered to provide opportunities to re-use a particular skill. Whilst all the work seen was set at an appropriately demanding level, the specific learning objectives did not always identify the pitch of the difficulty of the work and the assessment opportunities to determine whether pupils are achieving at the anticipated level to assist on-going assessment.

151. The subject is beginning to be integrated well into the work of the school. Although during the inspection few examples of information and communication technology used to support learning in other subjects were observed, records of work and teachers' planning indicate that this is a regular occurrence. For example, using the reminder to use 'finger space' between words and capital letters was given visible expression as Year 1 pupils used the caps lock and space bar to write their captions.

152. There is a clear strategy for improvement for the subject, based on a realistic appraisal of the subject's current state. Pupils' progress in broad terms is being tracked effectively by the co-ordinator and the compilation of the portfolio of information and communication technology evidence is particularly useful in this regard. The monitoring that has taken place has identified specific strengths and identified development needs. There is a developing co-operative approach to lesson planning. The school has established rules for responsible Internet use. It has also identified the need for further planned phased investment.

## **MODERN FOREIGN LANGUAGES**

153. The school provides specialist French teaching to Years 5, 6 and 7. Pupils make very good progress in their understanding and use of French and standards are good. They begin to read simple texts and converse frequently, building up a useful vocabulary. The teacher speaks to the pupils in French for most of the lesson. In this way, they become quite confident and can speak in simple sentences. They learn about the culture and the regions of the country, culminating in a visit to France in Year 7. The high quality teaching prepares them well for secondary school and they attain good standards in listening and responding, in speaking, reading and writing.

154. In Year 5, pupils begin to answer questions for example, 'What sort of sport do you like?' They sing 'Happy Birthday' in French and count the number of years. The very good teaching and the very good use of resources plus the emphasis on pupils speaking and listening encourage them to take part enthusiastically. For example, the teacher has a suitcase of items needed for a holiday. Pupils are asked to identify them giving the English and French name. In Year 6, pupils use a dictionary to build upon their vocabulary and develop their listening and speaking skills that are developed further in Year 7.

155. The quality of teaching is very good. The teacher has very high expectations of behaviour, work and presentation. Pupils respond to her sympathetic and warm manner that gives them confidence to tackle difficult work and to speak in a foreign language as they had to during their day trip to Calais. Planning of lessons is detailed and work is carefully matched to meet the needs of all pupils. The assessment of pupils' learning is concise and frequent and homework extends the class learning. The teacher offers encouraging comments when marking the work of pupils who are able to write simple sentences. There are good links with other subjects, such as geography, history, English and mathematics. The written work provides evidence of very good progression by girls and boys, including those for whom English is an additional language and those with special needs.

## **MUSIC**

156. The standards pupils attain in music are good in all key stages and they make good progress.

157. In Key Stage 1, pupils learn to sing songs from memory and can play simple rhythms on untuned percussion instruments. Through singing they develop their understanding of the pitch and duration of musical notes and they sing tunefully. They learn about a range of musical instruments, including those from other cultures, and are beginning to recognise the sounds they make. They explore sound by clapping, beating and playing different rhythms. In Key Stage 2 and Year 7 pupils successfully improvise planned rhythmic and melodic ideas and select both tuned and untuned musical instruments to represent these using notes of different pitch, tempo and duration to compose music for a purpose. They are able to notate their compositions and have a very good understanding of performance. They make sensitive and thoughtful comments about each other's work. They sing confidently with good control and pitch and show an ability to appreciate how music can convey moods and ideas. They are acquiring a good understanding of musical terminology and can use this appropriately in discussion. They are developing their understanding and use of formal notation using information and communication technology software. All pupils listen to a wide range of music and can make personal responses to the mood of different pieces.

158. Pupils' attitudes to their work in music are good. They are generally attentive and behave well, showing good powers of concentration. They show sustained interest and enthusiasm and clearly enjoy musical activities. When required they work well together, collaborating effectively to produce planned musical effects. Music is well used to enhance other areas of the curriculum. For example, pupils in Year 2 compose a sung prayer as part of religious education and pupils in Year 7 notate a medieval music composition as part of their work in history.

159. The quality of teaching is good. Lessons proceed at a good pace and the specialist teacher has good subject knowledge. Lessons are planned carefully with clear class learning objectives and there is a good balance between instruction, discussion and activity. Good classroom management successfully engages the attention of the pupils and relationships between the teacher and pupils are good. Pupils' attainment is regularly assessed and levelled and their progress is tracked throughout their school life.

160. Peripatetic instrumental tuition on a wide range of instruments is available to pupils and in addition, the music teacher teaches recorders throughout the junior section of the school. She also provides guitar tuition during the lunchtime for interested pupils. There is a successful school orchestra and Year 7 pupils play recorders in assembly. There are school choirs for both infants and juniors, both of which have been successful in public competitions. In addition, the school holds its own regular musical events that involve all the pupils as well as participating in musical events with other schools. These activities enhance the curriculum and make a significant contribution to pupils' learning.

161. The co-ordinator is enthusiastic with good specialist skills and knowledge. There is a sound policy in place and the school has adopted Qualifications and Curriculum Authority guidance as its scheme of work with the addition of extra units linked specifically to the school curriculum. For example, there is a unit on African music for Year 7. Resources are of good quality and range and are well organised.

162. Pupils learn a range of songs, hear music, and use and learn about musical instruments from other cultures and this makes a good contribution to their cultural development. The opportunities to sing, hear, and reflect on, a range of recorded music during assemblies and to make music individually and together contributes to their spiritual development.

## PHYSICAL EDUCATION

163. Judgements about standards in physical education are based on limited evidence because physical education lessons for Year 6 and Year 2 took place after the inspection. Therefore, judgements about standards at the end of the key stages are made using the evidence of lessons seen in other year groups. Overall, standards are in line with expectations by the time pupils are seven, eleven and twelve. A significant number of older pupils achieve higher standards. The school structures swimming carefully in Year 3 and again in Year 6 so that less confident swimmers have a further opportunity to achieve the minimum standard of 25 metres and as a result, almost every pupil attains this level.

164. Overall there has been very good improvement since the last inspection because of very good subject leadership. The improvements are particularly in the range of curriculum expertise and opportunities that pupils now have as a result of the specialist high quality coaching and the very comprehensive extra curricular games opportunities resulting from the links with the Crawley Sports Link which also provide competitive games opportunities for older pupils. Pupils have received specialist coaching in a range of sports including rugby, hockey, basketball, cricket, gymnastics and dance. In addition, the co-ordinator has picked up well on points made in the previous report. Whilst the personal skill levels of pupils currently at the end of the key stages are the same as indicated in the previous report, these improved opportunities are having an impact through the school and the benefits for individuals and groups of pupils are raising overall standards.

165. A very good climate of improvement has been established within physical education. The contribution that physical education and sport make to the school's overall ethos and to individual pupils' sense of success is recognised fully. The presentation of certificates and awards for in and out-of-school sporting achievements in the regular achievement assembly is an indication of this. Pupils during the inspection, for example gained certificates for girls football achievement, athletic awards, bowling and dance certificates.

166. This openness to improvement is reflected in lessons and there is a strong thread of self-evaluation throughout the school. Pupils in a Year 1 dance session were beginning to refine, organise and shape their work. The lesson placed significant emphasis on pupils' evaluation and commenting on their own and others' work and identifying ways of improvement. It was evident in a Year 4 lesson where pupils suggested the best strategy and thought about the outcomes of the team game they were playing and in the way the oldest pupils talked about the ways of stopping a ball using a 'short or long barrier'.

167. The quality of teaching is now at least good rather than 'satisfactory' as in the previous report. Teacher planning has improved, particularly in identifying the particular needs of all pupils and ensuring that they are challenged appropriately. The school makes very good use of a specialist physical education teacher who teaches specific classes for all or some of their physical education activity. She has very good subject knowledge and this is matched by enthusiasm and commitment to the subject. As a result, her lessons are conducted at a lively pace, ensuring that pupils work at a good rate, developing and practising their skills. Planning is detailed. A Year 5 lesson, for example, which was based on an orienteering type activity, had been thought through very carefully and apparatus and resources carefully prepared so that time was used effectively. Teaching by the specialist is very good.

168. The teaching seen by a non-specialist class teacher was good. The careful planning ensured that there was a natural progression to the lesson and that it provided a good context for the development and practise of skills. The teacher also displayed considerable personal skill, interest and empathy for the subject. The very good knowledge of the pupils was used to particularly good effect by the teacher. A part lesson, taken by a temporary teacher was seen which was just satisfactory. In this lesson, pupils were extremely enthusiastic, participated with energy and enthusiasm, which compensated for some difficulties in classroom organisation and management.

169. Overall, physical education is taught well and it is this fact which ensures that pupils make overall good progress. This good teaching is supported by schemes of work that are now in place rather than 'developing' as in the case of the previous report. There is evidence of information and communication technology being incorporated into the work. For example Year 1 pupils responding to signals. A significant feature of the lessons is the evaluation process, reflecting on the objectives of the lesson and what has been gained and the difficulties encountered.

170. The previous report identified some poor behaviour with young pupils. This has been picked up well and now all pupils show an enthusiasm, interest and evident enjoyment in the subject. A very noticeable feature of the oldest pupils was the evident camaraderie that exists between boys and girls and the supportiveness towards each other. This social maturity stems from the concept of achieving one's personal best. It is also fostered and developed by the residential experiences with the focus on outdoor adventurous activities that all older pupils participate in.

171. Many of the older pupils are physically as well as socially mature. Whilst boys and girls change in separate areas, the girls in a corridor cloakroom space and the boys in a classroom, the current changing facilities are unsatisfactory.