

INSPECTION REPORT

MAIDENBOWER MIDDLE SCHOOL

Maidenbower

Crawley

LEA area: West Sussex

Unique reference number: 131603

Headteacher: Ms Philippa Lee

Reporting inspector: Sheila Browning
1510

Dates of inspection: 5 – 9 March 2001

Inspection number: 1230531

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed primary

School category: Community

Age range of pupils: 8 -12

Gender of pupils: Mixed

School address: Harvest Road
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West Sussex
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Appropriate authority: The governing body

Name of chair of governors: Mr Malcolm Fish

Date of previous inspection: N/A

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			Music	
			Equal opportunities	
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117522	Nigel Stiles	Team inspector	Mathematics	How good the curricular and other opportunities offered to pupils?
			Modern foreign languages	
			Physical education	
			English as an additional language	
27654	Robina Scahill	Team Inspector	English	Pupils' spiritual, moral, social and cultural development
			Geography	
			History	
			Special educational needs	
22180	Shree Lekha Mistry	Team Inspector	Science	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Maidenbower Middle School opened in September 1999 to cater for the rapidly growing population of a new housing estate. With 267 pupils, 137 boys and 130 girls, aged 8 – 12, the school is smaller than most other middle/primary schools nationally. The attainment of the majority of pupils on entry is average. The percentage of pupils identified as having special educational needs, at 25 per cent, is broadly in line with the national average. The percentage of pupils with statements of special educational needs, at 1.8 per cent, is broadly in line with the national average. The proportion of pupils entitled to free school meals, at 2 per cent, is well below the national average. There are few pupils of ethnic minority origin. The percentage of pupils speaking English as an additional language, at 6 per cent, is higher than in most schools but no pupils are at the early stages of language acquisition. The majority of pupils come from the local area of Crawley. Pupils come from a wide range of socio-economic backgrounds.

HOW GOOD THE SCHOOL IS

This new school is very effective. Standards of learning are good and indicate good progress for pupils at the age of twelve. Maidenbower benefits from strong leadership that provides clear educational direction, a staff committed to high standards and school improvement, and teaching of good quality. The school provides a positive learning environment. Standards of behaviour are good. Expectations for pupils are appropriately high. The school gives good value for money. Its strengths far outweigh its weaknesses.

What the school does well

- Standards are above average in English, information and communication technology (ICT), and geography at the age of twelve. Art on display is above expectations.
- Teaching and learning are good between the ages of 8 and 11, and are very good in Year 7.
- Relationships are excellent, pupils' attitudes and behaviour are good, and their personal development is very good.
- Leadership and management are strong and very effective.
- The quality and range of learning opportunities, including the provision for pupils' moral, social and cultural development, are good. Extra-curricular provision is very good. Provision for pupils with special educational needs is good.
- The care and support for pupils and monitoring of their personal and academic progress are very good.
- Day-to-day administration, the quality and use of resources, including staffing and accommodation, and financial management are very good.

What could be improved

- Marking of spelling, particularly subject-specific.
- Provision for pupils' spiritual development is not well developed.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not been inspected before.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	n/a	n/a	B	C	well above average A above average B average C below average D well below average E
Mathematics	n/a	n/a	C	D	
Science	n/a	n/a	C	D	

In 2000, National Curriculum test results show that, pupils' performance was above the average reached nationally in English, but was average in mathematics and science. When compared with similar schools, results were as expected in English but were below average in mathematics and science. At the age of eleven, pupils' standards in the national tests were not high enough when compared with those in similar schools. The standards in lessons and other work seen were better than this; standards in the present Year 6 and above were in line with or, often above, expectations. It is clear that the school has a rigorous approach to pupil achievement. At the age of eleven, standards in English, information and communication technology (ICT) and geography are above those expected. Art on display is above expectations. Standards in other subjects are as expected nationally for pupils aged eleven and in Year 7 pupils continue to make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and interested and participate fully.
Behaviour, in and out of classrooms	Good. Pupils are very well behaved.
Personal development and relationships	Very good. Personal development is very good. Relationships are excellent among pupils and between pupils and teachers.
Attendance	Good.

Pupils' concentrate, work hard and are enthusiastic.

TEACHING AND LEARNING

Teaching of pupils:	Aged 7-11 years	Aged 11-12 years
Lessons seen overall:	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.

The standard of teaching is effective in all subjects. Teaching was good or better in 77 per cent of lessons seen, of which 45 per cent were very good or excellent. Teaching in all other lessons seen was at least satisfactory. More instances of very good and good teaching are seen in Year 7 than in other year groups. Overall, teaching in English, mathematics and science is always satisfactory or better. The skills of literacy, numeracy and ICT are taught well. Teaching for pupils with special educational needs is good, especially when pupils are receiving individual support. Opportunities to extend higher-attaining pupils are suitably challenging.

The teaching of basic skills, lesson planning and management of pupils are very good. The use of time, support staff and resources and the quality and use of continuous assessment are very effective. The quality of learning is good in Key Stage 2 and very good in Year 7. Pupils are interested, concentrate and work well independently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities, extra-curricular provision and relationships with partner institutions are good.
Provision for pupils with special educational needs	Provision is good. Individual support for pupils with special educational needs is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' social development is very good, and for their moral and cultural development it is good. Provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Very good. Procedures for monitoring pupils' academic performance, personal development, good behaviour and assessing pupils' attainment and progress are very good.

The school provides effective opportunities for learning. Pupils' personal development and extra-curricular provision are very good. The curriculum meets statutory requirements. Strengths are evident in the way the school cares for its pupils. Parents strongly support the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear educational vision, which is shared by staff. The headteacher, deputy headteacher and senior managers are uniformly strong. Those with key responsibilities are extremely effective. Monitoring and evaluation of the school's performance and taking effective action are very good.
How well the governors fulfil their responsibilities	Governors contribute fully to the school's development and they are well informed about all aspects of the school.
The school's evaluation of its performance	The school's priorities for development are good. Monitoring and evaluation of standards, teaching and learning are good.
The strategic use of resources	Very good. Teachers and non-teaching staff are well deployed. The non-teaching staff are highly valued by the school. The use of learning resources and accommodation is very good.

The number, experience and qualifications of staff meet the needs of the National Curriculum. Accommodation is very good and is further enhanced by some excellent displays. Leadership is well-focused and initiates educational improvement. The school effectively seeks ways to ensure that it gets the best value for money spent.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard and achieve their best. • Children make good progress. • The teaching is good. • The school helps children to be mature and responsible. • Children like school • Parents feel comfortable about approaching the school with questions or a problem. • Behaviour is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • Activities outside of school. • Homework. • Partnership with parents. • Information about their child's progress.

The inspection team agrees with the parents' positive views but not with some of the parents' other views. The school provides a very good range of interesting activities outside of lessons. Homework is appropriate. The school has recognised the need to work with parents more closely and has plans in place to deal with this. Information about pupils' progress is good. Several positive written comments were received from parents about the leadership and management of the school, the behaviour of pupils and the commitment of the teaching staff.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment on entry of the majority of pupils is average. The number of pupils with special educational needs is broadly in line with the national average.
2. The average point scores in the 2000 national tests show that, at the age of eleven, pupils attained above the national average in English and in line with the average for mathematics and for science. When compared with similar schools, results were average for English but were below average in mathematics and science. At the age of eleven, standards were not high enough in science and mathematics when compared with those in similar schools. National Curriculum test results are only available for the Year 2000 and it is therefore not possible to indicate or establish any trend in results over time.
3. The percentages of pupils reaching the higher National Curriculum Level 5 and above in the Year 2000 were well above national averages for English and mathematics and were close to the national average in science. The results for this particular group of pupils show underachievement in science and mathematics when compared with English. Inspection findings show improved standards in mathematics and science. The school has undertaken a full analysis of the National Curriculum test results. A result of interpreting, analysing and using the data is that the school can now promote more effectively achievement, teaching, learning and the curriculum. The school identifies early those pupils who are seen as underachieving and targets their progress and learning in the areas of underachievement.
4. The test results of boys and girls were not significantly different in the 2000 tests. Girls achieved slightly better than the boys in English and science, whereas the boys achieved slightly better than the girls in mathematics. The school had already identified the need to improve standards in writing across the school, and this is a school target. A result of this school focus is that standards in writing have improved. The school had also identified the need to raise achievement in mathematics. This identification coincided with the introduction of the National Numeracy Strategy. A full analysis of the optional National Curriculum test papers taken by pupils in Year 3 is planned in order to provide staff and governors with detailed information on pupil performance.

Literacy

5. The National Literacy Strategy is having a positive impact on teaching and learning. Literacy standards are above those expected. Standards in speaking and listening are above average for the whole school. Pupils are confident and express themselves well, using a wide range of vocabulary. In many subjects, they use subject-specific terms with increasing understanding. Most pupils listen attentively to teachers and each other. The majority of pupils are achieving the expected standard in reading and a large proportion have good reading skills. They use different sources to research information and use library and ICT skills to good effect. Standards in writing are broadly in line with those expected at the age of eight and pupils make good progress. By the age of eleven standards are above national expectations. Pupils build up a good descriptive vocabulary. Good examples were seen in English, science, art and history. Higher-attaining pupils are encouraged to think carefully about their use of words and phrases. Pupils demonstrate a good understanding of

basic grammar and show a good sense of style. Presentation of work is very good in all subjects.

Numeracy

6. The National Numeracy Strategy is having a positive impact on teaching and learning. There are many opportunities to develop numeracy across the curriculum. By the end of Key Stage 2, standards of numeracy are satisfactory and improving. Pupils' understanding of number across the curriculum is secure and they increasingly have opportunities to apply this understanding in a range of subjects. For example, in English lessons pupils use their understanding of number, shape and space to discuss the size of whales, and Year 6 pupils count in French. In design and technology, pupils use measurement. In ICT, they use graphs and data-logging programs. In physical education, pupils use their understanding of shape and space to improve their ball control and use good tactical skills in games such as hockey.

Subjects of the National Curriculum

7. Inspection findings show that standards in English, ICT and geography are above those expected at the age of eleven. Standards in other subjects are as expected for pupils of this age. In Year 7, standards are as expected for pupils of this age in all subjects. Standards of art work on display are above expectations. Standards in science and mathematics are better than those of the pupils in the Year 2000 group, whose results are the most recently published. Inspection findings show that the high standards are being maintained in English. In English and mathematics, the effects of both the literacy and numeracy strategies are making a positive impact. In science, a greater number of pupils are now attaining the higher levels. Standards in religious education meet the expectations of the locally agreed syllabus.
8. In science, by the age of eleven for example, pupils know about solids, liquids and gases. They identify the similarities and differences between materials and their properties. Pupils have a very good understanding of the comparative properties of materials and identify differences between solids, liquids and gases accurately. In lessons, pupils reach good levels in observational and investigative skills. They plan investigations confidently and make good predictions and tests and record accurately. Pupils use computers well to record and analyse data. In ICT, pupils are gaining new skills in both key stages and standards are above expectations. They try things out and confidently use and present information in a variety of ways, such as word processing and graphics. Pupils collect and collate factual data and search the Internet. They use a variety of programs to support different subjects.
9. In art, standards are mainly in line with expectations at the age of eleven. Work on display shows standards that are above expectations. Pupils explore media and techniques imaginatively and develop ideas influenced by different artists. In design and technology, pupils are progressively developing their skills and knowledge. In geography, standards are above expectations at the age of eleven. In Key Stage 2, pupils have a good understanding of geographical physical features. Pupils in Year 7 show a good geographical knowledge of towns from local studies and how they change and develop. In history, standards are in line with those expected. Pupils show a good understanding of chronology and good examples of understanding when studying events in World War Two. In French, pupils' attainment is above that expected for pupils aged eleven and in Year 7 it is broadly satisfactory. Pupils make good progress in French and they begin to understand how the language is constructed, and use correct grammar to express their ideas. In music, standards

are in at least in line with expectations; singing is of a good quality and pupils are building on their skills and knowledge of basic musical elements. They are developing a good knowledge and appreciation of music from different periods and cultures. In physical education, standards are in line with expectations and several pupils achieve high levels in dance in Year 7. They show good knowledge and skills in simple team games.

Meeting individual needs

10. Higher-attaining pupils are challenged by the tasks and resources provided. Teachers' planning refers to specific work for high-attaining pupils. In mathematics, higher-attaining pupils understand reflective symmetry well, and they present work mostly accurately. Good pieces of extended writing support their work in other subjects. In science and ICT, planning clearly shows how higher-attaining pupils will be challenged to further extend their learning.
11. Pupils with special educational needs are making good progress in relation to their prior attainment in all areas of the curriculum. A number of pupils come off the special educational needs register as they move through the school. Literacy support is very effective and pupils are tested regularly and are making good progress, particularly in reading.
12. The school has a small number of pupils for whom English is an additional language. Teacher assessments and the results of standardised tests show that these pupils make satisfactory progress throughout the age range and are well supported by the school.
13. Pupils are achieving well, and are deriving maximum benefit according to their individual needs. All classes are now conducting termly reading and spelling assessments to monitor progress and aid individual target setting. All these steps are beginning to provide clear indications of how well pupils are progressing, especially in reading, writing, spelling and mathematics.
14. The school sets challenging targets and has successfully exceeded the targets set by the local educational authority.

Pupils' attitudes, values and personal development

15. Pupils have very good attitudes to their work. They behaved very well in two-fifths of lessons observed, and at least well in three-quarters of lessons. They mostly listen carefully to their teacher, concentrate well, and are eager to contribute in lessons. They are enthusiastic and articulate, and enjoy answering questions. They are best able to pay full attention in class sessions when their teacher has taken care over seating arrangements so that every pupil is able to see and be seen. Pupils are very occasionally restless, fiddling with pencils or rocking on their chairs, and this reduces the concentration levels of the whole group. In the majority of classes where this is checked, restlessness is managed well and pupils learn how to concentrate more fully. In a few practical lessons, pupils are inclined to chatter and lose concentration, and as a result are unlikely to improve their performance. They show an increasing maturity in their attitude to work as they progress through the school. The school has identified pupils who have special needs with behaviour. They are well supported, enabling them to participate fully in lessons. The school's good strategies have meant that no outside agencies have needed to be involved in support this year. Pupils who receive extra help enjoy their lessons and try hard.

16. Pupils' behaviour around the school, in assembly and in the playground is good. Playground space is somewhat restricted at present, and although pupils are safe a few minor injuries occur. Pupils know and understand the school rules, and try very hard to comply. They quickly obey when checked, and do so without argument or complaint. Following a fixed-period exclusion for unacceptable behaviour, there was a significant improvement in the behaviour of the pupil involved once returned to school. Pupils work and play in a calm and ordered environment. They acknowledge the existence of some bullying, but are confident that teachers will use opportunities such as discussion time to resolve their problems.
17. The pupils are polite and fluent, and capable of initiating a conversation with a visitor. One of the younger pupils asked an inspector if she had some 'tough decisions to make'. They are understanding and do their best to help pupils with special educational needs, for example by including them in group work. Relationships between pupils and all the adults in the school are excellent. In spite of the newness of the school, there is a real feeling of 'belonging', and the pupils respect the roles of teachers and non-teaching staff.
18. Pupils are very proud of their new school, and treat the buildings and equipment with care. They are fully informed about the next stage of the building, and looking forward to using the computer suite. Year 7 pupils appreciate the opportunity of using science and ICT resources at a local secondary school, even though they and their parents are inconvenienced by the transport arrangements. In lessons, pupils share equipment and tools well, taking turns and adjusting their pace of work in order to do so. They help one another willingly, for example sharing books or helping one another using ICT. Though in music they sometimes need reminding to sit quietly to listen to another group's performance, in art they evaluate their own and each other's work sensitively. Pupils appreciate receiving merits for their work, and they know what their own targets are.
19. Older pupils take responsibilities seriously. The school council members are proud of being elected by their peers. Two pupils, from Years 4 and 6, wrote the minutes for the second meeting. A few would like more frequent meetings, because they forget what has happened in between. Some Year 7 pupils are house captains, and others volunteer to help younger pupils with games and other activities during wet playtimes. All the pupils willingly perform classroom duties, and hold doors as their class moves through the building. A number of fundraising initiatives have started as pupils' suggestions. Year 4 pupils found helpful the information and layout plan introducing them to the school in the 'Children's Prospectus', compiled by Year 7 pupils as part of their work in English.
20. The attendance rate is good, and it is better than the national average. The unauthorised absence rate is better than that of many other schools. The school has a computerised attendance register and uses the information gathered to monitor absences and lateness carefully.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good overall. Forty-five per cent of lessons are very good or better and over three-quarters of lessons are good and better. The remaining lessons are satisfactory. Teaching is a strength, particularly in Year 7 where over half of teaching is very good. A school priority is to improve the quality of teaching and learning for all pupils.

22. The best lessons are characterised by very good teaching of basic skills, effective planning and very good management of pupils. The use of time, support staff and resources is also very good and the quality and use of continuous assessment is very good.
23. Teachers' subject knowledge and understanding are good overall. Teachers are well supported by learning support assistants (LSAs), who play a full part in teaching and learning during lessons. The learning support staff are well deployed and make a valuable contribution to pupils' learning. Opportunities for pupils to study independently are promoted well. Teachers have successfully implemented the National Literacy and Numeracy Strategies. They start lessons with clear explanations, share learning objectives and ensure that pupils understand them. Expectations of behaviour and work are good, and pupils respond very well. Teachers effectively use questioning to promote and consolidate learning and they use a variety of effective teaching methods.
24. Daily and half-termly planning linked to developing schemes of work are detailed with clear objectives. Planning matches the full range of pupil ability and age in the class and indicates sufficiently challenging tasks for pupils of higher attainment. Provision and support for pupils of lower attainment and for those with special educational needs are good.
25. Information and communication technology is used very effectively as an integral part of the pupils' learning. Good examples are seen in the use of ICT for word processing, data handling, research and illustrating work. The library is also a valuable resource and it is used effectively. The range and variety of interesting and practical activities and the use of visits and visitors to the school encourage pupils' learning and help their motivation.
26. There are excellent relationships in the classrooms and there is good evidence of whole school policies and procedures being followed. From the beginning, the school has undertaken extensive work to ensure clear progression for planning, teaching and learning. Teachers ensure that each year group builds on previous work throughout the school. Data and other test results are used well to further raise pupils' attainment. Oral assessment is particularly good. Teachers give constant feedback, encouragement and praise to pupils. This raises their self-esteem. Marking is helpful with comments designed to improve the quality of work, although there is evidence that marking of subject-specific spelling is not always corrected.
27. Homework makes a positive contribution to pupils' learning and the standards attained; it includes reading, spelling, mathematics and research work.
28. Teachers and learning support staff work most effectively as a team and ensure that extra help is effectively provided for particular pupils. The special educational needs assistants plan with class teachers and the co-ordinator, in addition to attending whole-school planning meetings. This close team partnership ensures that the pupils' needs are well catered for. Teachers know the pupils well and lessons are planned with pupils' different capabilities in mind. Higher-attaining pupils have been identified and records are kept. Although they have no individual education plans, they are challenged by their work.
29. Learning is good at the age of 11 and very good in Year 7. Good features are seen in all subjects. In most lessons, pupils gain very good skills and advance their

knowledge and understanding well. Pupils' understanding and oral use of subject-specific terms are particularly good. They are learning to apply intellectual, physical and creative efforts well. In art, music and physical education, pupils work hard and they are developing good creative and physical skills. Pupils work hard and productively at a good rate. They are very well motivated, and are eager to contribute to lessons. They are interested, concentrate and work well independently. Pupils work well in pairs, as seen when using ICT and in small groups in design and technology. Pupils are clear about what they need to do to improve the quality of their work.

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

30. The school provides a broad and balanced curriculum for all pupils. The curriculum meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. Sex education is taught appropriately and effectively; there is an appropriate drugs awareness programme. Provision for pupils' personal, social and health education (PSHE) is satisfactory: the planned programme is still developing in the curriculum. It is well supported by the positive ethos that is generated in the school.
31. The literacy and numeracy strategies are being implemented successfully. Their demands have reduced the time available for foundation subjects. The school has taken positive steps to link the foundation subjects through topics, especially to literacy work, to unify the curriculum. This has resulted in good teaching where literacy and numeracy skills are reinforced through other areas of the curriculum, in history and French, for example. At the same time, literacy lessons often contribute to pupils' learning in other subjects, as in science and geography. In Year 6, the curriculum is enhanced by the inclusion of French, although this is not a National Curriculum requirement until Year 7.
32. Long and medium-term planning show effective links between the school's teaching programme and the National Curriculum attainment targets. Teachers plan their weekly activities well, target different groups effectively, and have a clear understanding of what they expect pupils to understand by the end of the lesson. The available computers in classrooms and the library are used to good effect and pupils' learning is enhanced by the good and increasing use of ICT. Links with a local secondary school enable all Year 7 pupils to make weekly use of their ICT suite. All pupils have equal access to all subjects of the curriculum and to extra-curricular activities, and enjoy equal opportunities in their learning.
33. The curriculum takes account of pupils with special educational needs and, when they are withdrawn from lessons, teachers help them to catch up on what they have missed. Planning and assessment for pupils with special educational needs are good. Detailed individual education plans are in place for each pupil on the special educational needs register. These plans are reviewed and updated frequently. Pupils' needs are well catered for in literacy lessons, where extra help is related to the work of the rest of the class where possible. Setting by attainment in numeracy ensures that all pupils work at suitable levels. Pupils with physical difficulties take a full and active part in all lessons. Pupils' work and progress are tracked, and future work, including homework, is modified to their individual requirements.
34. Provision of extra-curricular activities to support pupils' learning is very good. This significantly enhances their personal, social and intellectual development. Pupils

enjoy opportunities offered by clubs for football (both boys' and girls'), table tennis, chess, craft, board games and badminton. About one hundred pupils are members of the school choir. There is a drama club, and a recorder club. There are many instrumental music lessons and a crafts club. A library/homework club is provided. Visits from a wide range of people complement the formal curriculum well – a church representative takes some assemblies and has done work in class. Parents with religious backgrounds other than Christianity have given talks to the children and grandparents have discussed and shared their experiences about the Second World War as part of a history topic. Visits to local places of geographical or historical interest are organised; for example, a day's visit each term related to topic work is organised for all classes. Each member of a year group is offered the opportunity annually to join a residential visit. Visits and visitors provide a successful enrichment to the National Curriculum.

35. Links with the community and other local schools are very good and this is a result of the hard work and commitment of all staff involved. Close links exist with the two first schools whose pupils move on to Maidenbower, with other middle schools in the town and with the secondary school attended by most pupils when they leave the middle school. These effective links operate at a range of staff and pupil levels and result in some procedural agreements and policies common to all schools involved. Good sports links exist through a local arrangement and inter-school sports matches are arranged regularly. There is a fruitful link between the school and Schaffer House, a local sheltered housing scheme, which works to the benefit both of residents and of pupils. There are links with the local Women's Institute in the form of competitions and with Schaffer House where pensioners have helped pupils with their Second World War topic work. The school has taken part in the Millennium Festival at Tillgate and in the Crawley Music Festival. Pupils from Year 6 participate in the Junior Citizen Scheme, an event related to safety, and have won three awards in the last two years. The combination of extra-curricular activities, visits, visitors and community links has a positive impact on the quality of pupils' learning and social development. Some twenty-five per cent of parents thought that the school did not provide an interesting range of activities outside lessons. Inspectors disagree. The provision is extensive.

Spiritual, moral, social and cultural development

36. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. Spiritual development is satisfactory, and chiefly occurs in religious education lessons, when pupils have good opportunities to consider similarities and differences between their own and other faiths. The school has a strong link with a vicar from a local Church of England church and pupils have visited the local mosque. Other spiritual opportunities are made mainly during assemblies, acts of worship and class discussions. Year 7 shared a poem about 'The beautiful world we live in' with the rest of the school in assembly. This led on from the lesson where pupils were encouraged to suggest thoughtful metaphors for daffodils. Other opportunities arise, for instance in art and music, but they are not formally planned for in the curriculum for these, or other, subjects.
37. The school has very high expectations of the pupils in terms of their application, attitudes and behaviour, and their teachers are very good role models. Pupils are further encouraged by the system of merits and house points. They discuss the moral issues relating to topics such as vivisection, fox hunting and road building developments. From physical education, they learn respect for rules and the notion of fair play.

38. Provision for pupils' social development is very good. Their social skills are developed by the many opportunities to work in pairs and groups, and by opportunities to take part in extra-curricular activities. Visits to places of educational interest help pupils to learn to get on together and develop their social confidence. Opportunities for pupils to take responsibilities such as setting up the hall for assembly and tidying away afterwards are good. The school has participated in the local Junior Citizen Scheme and in the Age Concern Generations as Partners Scheme. Some pupils visit pensioners in local sheltered accommodation and share experiences with them.
39. Provision for pupils' cultural development is good. Pupils learn much about their own culture, and about culture in general, through English, history, art and music. Visits to places of cultural interest are arranged, as appropriate, to support learning. There are also many opportunities for pupils to appreciate the richness and diversity of other cultures. Their knowledge and understanding of cultures of other lands and races are developed well in religious education through studies of Islam and Hinduism, and in geography through their study of St Lucia. Pupils are helped to gain a clear understanding of the variety of cultures represented in British society today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The headteacher and staff have taken full advantage of a brand new school to establish a regime which cares very well for all the pupils throughout the day. The close links between very good quality working practices, clear and thorough documentation, approachability and kindness result in a school which puts pupils' best interests first. The welfare, administrative and classroom support staff are very effective in their roles. Great care is taken with pupils who are injured or unwell, and documentation is very thorough. The school has two staff trained in child protection matters, and the arrangements comply with those agreed locally. The arrangements for routine health and safety checks are very comprehensive. Provision for the health, welfare and safety of pupils is excellent.
41. Very good use is made of the computerised registration system to monitor individual pupils' absences and punctuality. School and classroom rules are clear and well understood, and there is no tolerance of unkindness. Teachers use discussion times well to raise any issues or concerns with the class.
42. There are extensive displays of pupils' work, valuing their achievements. Teachers frequently praise pupils' oral contributions in class, and award merits for good work and/or for progress.
43. The school has made it a priority to develop a system of assessment that is both informative and manageable. Since the school is new, little historical information is available, and so the focus has been on using data from testing. The assessment system that is evolving is very thorough, and is used in two ways. Detailed analysis of National Curriculum test results at the age of eleven identifies weak areas of understanding in the curriculum, and this information is used to inform teaching in Years 6 and 7. The school uses standardised reading and spelling tests regularly to provide information that allows teachers both to look for individual progress and to set their own class targets. Target setting is clearly focused on raising standards. Teachers use their professional judgement to choose class targets allowing them to produce the best return from their input. Class teachers also agree individual targets with pupils for English, mathematics and science, revised at least termly and discussed at parent consultation meetings.

44. The very thorough analysis of data from testing has allowed the school to identify a specific weakness in writing, which features in the current school development plan. Actions taken include special classes taken by the headteacher for a group of Year 6 boys who, though fluent, have poor writing skills. They were seen to be making very good progress and growing in confidence as a result of very skilled and imaginative teaching.
45. The use of assessment is developing very well. Teachers have spent time on moderation exercises, so that a school portfolio of work in the core subjects is being built up and matched to National Curriculum levels. Teachers and non-teaching staff have been trained to use ICT to record and interpret assessment information. There are plans to extend the use of computer programs to access and manage assessment information.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents are happy with the school, in particular the way in which their children are expected to work hard and do their best. They feel that the teaching is good, their children are making good progress and becoming more mature and responsible. A quarter of parents felt that the school did not provide an interesting range of activities outside lessons. The inspectors disagree: the range is extensive, and the fact that choir is held during school time makes it accessible to all. Almost the same number are concerned about the amount of homework. The school conducted its own survey of parents at the end of its first year. The results were very similar to those of the OFSTED questionnaire. The school looked at the problem of homework in detail, but could find no common factor. These results were communicated to parents. For some parents there was too much homework, for others not enough. Parents are generally very willing to support their children's learning, as evidenced by their comments in homework diaries.
47. To bridge the gap between first and middle school, Year 7 pupils compiled a 'Children's Prospectus' which, although it differed in tone from official school documents, was valued by the incoming Year 4 pupils. There are many common policies between the schools. Although parents feel confident about approaching the school, some would value easier casual access to their child's teacher.
48. The school provides very good quality written information for parents. The prospectus is clear, and the weekly newsletter is informative. Termly topic plans are easy to understand, but lack further ideas to help parents. Parents and pupils attend consultation evenings together, and individual pupil targets are decided. The written annual reports are very good. Teachers write clearly, explaining what the pupil has learnt during the year, and identifying areas of weakness. The reports are shared with the pupil before being issued, and relevant targets for the next term are agreed. The format of the report has been devised in school and, although there is a reply slip for comments, parents do not always take the opportunity to give their feedback.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher was appointed at the beginning of the summer term prior to the school opening. She provides very clear educational direction for promoting high standards. The school's aims and values underpin its work successfully. The headteacher, deputy headteacher and senior management team work closely together to provide a sharp focus for raising standards of achievement for all pupils. The headteacher is a very good manager: her inter-personal skills are excellent. She

has maintained the right balance and led the school forward during a period of major development. She has created the correct balance of staff experience and expertise and is now focused on ensuring even greater manageability and effectiveness as the school increases in size.

50. The deputy headteacher is instrumental in improving the standard of teaching and learning throughout the school. He is also responsible for the induction of new staff and professional management of staff. Both of these areas are positive features of the school. Year team leaders are strong role models for teaching. They have distinctive roles and maintain a clear overview of curriculum planning. They ensure that lesson planning is cohesive across year groups. Regular monitoring of the year teams is appropriately planned for in this new school
51. Equality of opportunity is emphasised well in the school's aims, its objectives, its curriculum and its compliance with relevant legislation. The school has a commitment to promote policies and practice that ensure that the curriculum is inclusive for all pupils. All pupils can participate in all activities. The challenge offered to higher-attaining pupils is suitable to meet their needs. Identification procedures and a policy for those pupils who may be gifted or talented are in place.
52. The provision for pupils with special educational needs is well managed. The special educational needs co-ordinator works closely with the class teachers and teaching assistants. The governor appointed to monitor the provision of special educational needs is involved, supportive and informed about developments. Staff are very well trained. Effective use is made of outside agencies in regular planning and review meetings. Records and all legal documentation are well filed and comply with all legal requirements. The requirements of the Code of Practice for the identification and assessment of pupils with special educational needs are met. The co-ordinator liaises well with local first and secondary schools to ensure that pupils make smooth transfers into and out of Maidenbower.
53. Curriculum co-ordinators and shadow co-ordinators are allocated for nearly all subjects. The co-ordinators are keen and show a great commitment and willingness to fulfil their role. All co-ordinators have termly monitoring action plans that focus on their subject throughout the school. This involves some work sampling and reviewing of planning. A more formalised recording of this and reporting back to all staff have not yet been developed because the school is still so new. Co-ordinators keep logbooks in which they record their work and developments. These provide an excellent profile of both curriculum and professional development. Co-ordinators attend termly meetings with local schools to share good practice, ensure continuity and look at developments in their subjects. An effective termly monitoring programme is in place that involves classroom observations by the headteacher, and the mathematics and literacy co-ordinators.
54. School priorities are extensive and include the setting up of school systems, and the development of a strong, committed team that includes all staff. These objectives have been achieved. Good professional development programmes are in place. The school is successfully developing clear communications with parents and an active friends association. There is an effective school behaviour policy built on rewards and sanctions. The school provides a well resourced, stimulating and purposeful learning environment.
55. Although the governing body is new and inexperienced, governors are well informed. The Chair of Governors undertook an audit of experience and interests and used this

to fit governors into roles that would maximise their potential and benefit the school. Governors work effectively through a good committee structure and they are all involved in school development planning. Governors are very supportive and are clear about their roles. They are actively involved in monitoring the performance of the school. Curriculum governors visit, interview co-ordinators, review planning, talk to children and staff, look at work and classrooms and report back their findings. All governors have attended relevant curriculum training. The Chair of Governors works well with the headteacher. The governing body fulfils its statutory responsibilities.

56. The school has little historical data on performance but what it has is analysed and used for target setting. Formal procedures for monitoring and evaluation of teaching are in place. The management structure is clear and management has many strengths. Both the literacy and numeracy strategies have been implemented well. Teachers are working together very well to develop school policies and schemes of work to meet the requirements of Curriculum 2000.
57. The school's priorities for development are appropriate and focus clearly on improving pupils' attainment. The current school development plan was formulated following a school audit at the end of the first term. The nature of its targets were by necessity wide ranging, as a new school everything was a priority. Consequently, the plan is initially for one year only, although the school recognises the need for a longer-term view. From the analysis of assessment data undertaken and implementation of the numeracy strategy, numeracy is a priority along with literacy. The school is also implementing the Qualifications and Curriculum Authority documents in the light of Curriculum 2000 developments. The school development plan is being evaluated and a school review is planned for January 2002. The school development plan demonstrates a clear approach as to how targets are to be monitored and reviewed. The targets pay due regard to related success criteria, budget implications and teachers' professional development. Strategic planning is also clearly linked to priorities.
58. The school has good structures in place. These, with the dedication of staff, demonstrate a very good and clear capacity and commitment to improve further.

Staffing

59. The number, qualifications and experience of teachers are good overall and there is a good match to curricular needs. Teaching, support and administrative staff work well together to support pupils in all aspects of their development. The provision of learning support and special educational needs assistants is very good, and they are well trained. New teachers are well supported through an induction programme and by the sharing of expertise with colleagues. The school develops the professional skills of its teachers and the skills of its learning support assistants by providing a variable programme of in-service training for all. A priority for the first year was to enable staff and pupils to get to know each other and this has been achieved most successfully. Relationships throughout the school are excellent.

Accommodation

60. Maidenbower Middle School opened in September 1999. The building was planned in two phases. Phase one, which opened in September 1999, provided ten classroom bases, office accommodation, hall and library. Phase two is now under construction and is due to be completed in August 2001. This will provide a further ten classrooms, music room, drama studio, science laboratory, practical area and an ICT

suite. There is access for wheelchairs. There is a room for teaching pupils with special educational needs and the best use is made of other areas in the school for teaching small groups or individuals. The building and grounds are clean and well maintained. Display around the school celebrates pupil achievement and is of a high quality. Work is well presented and valued by pupils and staff.

Resources

61. Learning resources continue to be improved and are good overall. The school has a wide range of multi-cultural resources that are used in class lessons. Resources for pupils with special educational needs are good. The library is used well and provides a welcoming and stimulating place for study. Class-based libraries supplement the very good library stock. Good use is made of ICT programs to support learning in both literacy and numeracy in the classroom. Other curricular resources are used well to support pupils' learning. The school also makes good use of outside resources such as the local church, visitors and parents. Each year group arranges an educational visit that is relevant to their current topic. Year 7 pupils visit a local secondary school twice a week to use their facilities for specialist subjects and to prepare them for transfer into a large secondary school environment.

Efficiency

62. The governors and senior managers work well together to prepare the financial plans and ensure that the identified educational priorities are adequately funded. There is good expertise amongst the governors, and they are effectively taking responsibility for financial monitoring and delegation of the budget. For example, governors have been fully involved in the planning and appointment of a French specialist and a technician for ICT. Co-ordinators receive suitable funding and delegation. Day-to-day administration is good. The systems for ensuring that value for money is obtained, when purchasing goods and services, are good.
63. The principles of comparison, challenge, consultation and competition are applied very well. The management and use of resources, including specific grant and other funding, is very good. The school uses specific grants, as for example the funding for 'booster' classes, to ensure that all pupils benefit. Administration effectively supports the work of the headteacher and other staff. Specific grants are monitored carefully to ensure that they are spent for the designated purpose, and the school is largely successful in acquiring grants. The school makes very good use of new technology for financial management, pupil records, and administration. New technology is also used most effectively to support the delivery of the curriculum and to enrich pupils' experience. Valid unit cost comparisons are difficult to make as yet. Contextual factors for pupils in the local environment are average. Standards of attainment are as expected and are often better. The overall standards of teaching and learning are good, the quality and range of learning opportunities are good, and pupils' attitudes are very good. Behaviour is good and relationships are excellent. The overall effectiveness of the school is very good. Therefore the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. This is a very effective school with no significant weaknesses. The following minor shortcomings should be considered for inclusion in the governors action plan:

- (1) Establish greater consistency for the correction of specialist vocabulary across the school by:
 - ensuring that there is a whole school approach to the correction of specialist vocabulary across year groups and through the school. (Paragraphs 26, 73, 81)
- (2) Improve the provision for pupils' spiritual development by;
 - Implementing a planned programme for pupils' spiritual development. (Paragraph 36)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	30	32	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y4 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	267
Number of full-time pupils eligible for free school meals	6

Special educational needs	Y4 – Y7
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	55

English as an additional language	No of pupils
Number of pupils with English as an additional language	16

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.2

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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	25	25	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	22
	Girls	22	17	22
	Total	42	36	44
Percentage of pupils at NC level 4 or above	School	84	72	96
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	17
	Girls	19	17	18
	Total	38	35	34
Percentage of pupils at NC level 4 or above	School	80	85	88
	National	70 (68)	72 (69)	80 (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	1
Black – other	1
Indian	5
Pakistani	3
Bangladeshi	0
Chinese	4
White	241
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y4– Y7

Total number of qualified teachers (FTE)	11.7
Number of pupils per qualified teacher	22.8
Average class size	24.3

Education support staff: Y4– Y7

Total number of education support staff	10
Total aggregate hours worked per week	176

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	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.

Financial information

Financial year	1999
	£
Total income	320462
Total expenditure	276914
Expenditure per pupil	1271
Balance brought forward from previous year	0
Balance carried forward to next year	43548

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	269
Number of questionnaires returned	172

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	49	10	2	1
My child is making good progress in school.	39	54	5	0	2
Behaviour in the school is good.	30	56	3	1	9
My child gets the right amount of work to do at home.	24	52	19	4	1
The teaching is good.	34	57	6	1	3
I am kept well informed about how my child is getting on.	22	58	15	2	2
I would feel comfortable about approaching the school with questions or a problem.	44	43	9	2	1
The school expects my child to work hard and achieve his or her best.	52	45	0	1	2
The school works closely with parents.	19	59	15	3	3
The school is well led and managed.	32	54	8	2	4
The school is helping my child become mature and responsible.	32	58	4	1	5
The school provides an interesting range of activities outside lessons.	30	41	19	6	3

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

ENGLISH

65. The pupils' results in the 2000 national tests for eleven-year-olds were above the national average and close to the average for similar schools. The school exceeded its targets for pupils achieving the expected level and above, and the number of pupils attaining the higher levels was well above average. Inspection findings confirm the recent test results and show that standards of work for pupils aged eleven are above national expectations. Standards of work seen by pupils in Year 7 show that they continue to make good progress. Throughout the school, pupils with special educational needs are well supported and make good progress.
66. Standards in speaking and listening are above average for the school. Pupils benefit from the good opportunities for discussion that are built into most lessons and they make good progress. They are articulate and gain in confidence in expressing their own ideas clearly as they learn to adapt their speech to different audiences. For example, in drama club pupils alter the tone of their voices to portray character. Most pupils listen very attentively to their teacher's questions and explanations and to each other's ideas when working in pairs and groups.
67. The majority of pupils throughout the school achieve the expected standard in reading and many have good reading skills. The youngest pupils have an interest in books and reading. The majority throughout the school are fluent and confident readers. They understand and can describe the main characters in their book and express opinions about the plot. Higher-attaining pupils read fluently with good expression. Many pupils have a clear understanding of how to use the index, contents and glossary in non-fiction books. Lower-attaining pupils are able to read simple texts adequately by sounding letters to identify words. Pupils enjoy books by new writers, such as J K Rowling, as well as longer-established authors such as Roald Dahl and Dick King-Smith.
68. By the age of eleven, pupils are very articulate about their chosen books and can explain the plots in detail, the main characters and the books they like or dislike. Most pupils have good library skills and can use these to locate basic information in non-fiction books, encyclopaedias and on the Internet. The majority of pupils read with good expression and interest and are using the punctuation to get clues as to the tone, pace and amount of the writing.
69. Year 7 pupils' reading is in line with national expectations. Higher-attaining pupils are able to draw upon the text to exemplify their ideas and opinions about the book. Although the majority of pupils generally enjoy reading, a few pupils choose to read simple books that do not develop the level of reading skills and the appreciation of text and language expected for their age. The reading programmes for all pupils with special educational needs are suitably related to their particular reading needs. With the good support they receive, they are making good progress.
70. The school has identified the need to extend the quality and quantity of pupils' writing, following the earlier concentration on raising reading standards. At the age of eight, standards in writing are broadly in line with those expected of the age group. Pupils make good progress as a result of the effort to raise standards in writing. By the age of eleven, standards are above national expectations. Most pupils have a sound understanding of grammar and punctuation and write in diverse forms, including letters, poems, reports and play scripts. Younger pupils choose words that create mood and

tension when they write descriptive poems and stories. They build up a good descriptive vocabulary and are able to recognise examples of alliteration, which they use in their own writing. Examples of older pupils' writing cover appropriate subjects and indicate above-average learning. In Year 6, pupils build up complex sentences from their notes, setting out balanced points of both sides of an argument. Year 7 pupils continue to make good progress in writing. Challenging poetry and prose texts provide colourful descriptions and extend pupils' vocabulary. An analysis of work shows a good variety of writing suitably directed to different types of readership. Pupils with special educational needs are given very good support leading to lively discussion and good understanding of the text. Most pupils write in a clear, joined style of handwriting. This is encouraged throughout the school and the standard of presentation is very good.

71. The quality of teaching and learning is good, with over a third of English lessons being very good or excellent. Teachers have good subject knowledge and the National Literacy Strategy is well established. Teachers in the same year groups plan lessons well with detailed learning objectives and well-chosen activities. This ensures that pupils gain well-balanced experiences to develop their use of English. Teachers cater well for pupils at different levels of attainment within the same lesson. Series of lessons that build up the pupils' skills are very effective. For example, Year 5 pupils studied a non-fiction text and learned to identify important points to highlight when writing pamphlets about saving whales. Teachers frequently refer to previous lessons to reinforce and consolidate pupils' learning. Clear explanations and astute questioning encourage pupils to think for themselves and develop a richness of vocabulary. The brisk pace of teaching, allowing a suitable but challenging amount of time for each element in the lesson, helps to maintain pupils' attention and interest. The good teaching and effective class management ensure that most pupils make good progress in their lessons. They enjoy their work, behave well and work effectively in groups by sharing ideas. Teachers' encouraging responses to pupils' efforts help them to gain confidence and try harder.
72. The very clear role given to learning support assistants enables them to provide valuable help for small groups of pupils both in and out of the classroom. Teachers' assessment of what pupils have learned is carefully focused to ensure that planning of subsequent lessons takes pupils' learning a stage further. Marking is generally good and gives pupils a good idea of how to improve their work by setting targets. However, the marking of specialist vocabulary is inconsistent, especially in independent writing, in both English books and other subjects. The parent/school reading journal is very helpful in recording pupils' reading. It helps involve families more in supporting their children's reading and gives pupils the responsibility of keeping a record of their work. Literacy is developed through other subjects and frequently planned. For example, in history and geography, pupils write full accounts of events in different forms such as diaries and reports.
73. The subject is very well led by the co-ordinators, who have developed the subject well in a short space of time. Good provision is made for the professional development of all teachers and learning support assistants. Teachers are confident and good teamwork is a strength of the subject. The co-ordinator has a good picture of what is taught in the various year groups and monitors planning, teaching and pupils' work effectively. Assessment is used very well to track pupils' progress and tests are rigorously analysed and taken into account when planning future work. The library provides very good facilities. The co-ordinator has conducted a pupil survey into preferred books for boys and girls and has used this information when purchasing new material. As a result, boys and girls enjoy reading texts that interest them.

MATHEMATICS

74. In the National Curriculum tests for eleven-year-olds in 2000, the proportion of pupils reaching the nationally expected standard was close to the national average when compared with all schools. When compared with schools in similar contexts the proportion of pupils achieving the nationally expected level was below average. The proportion of pupils achieving the higher levels was above average when compared with all schools. The attainment of boys was slightly better than average nationally and that of girls slightly worse, but this difference was not significant. As 2000 is the only year for which the school has taken tests for eleven-year-olds, it is not yet possible to comment on trends over time. On the basis of results in one year only, the level of attainment in mathematics is satisfactory and broadly comparable to that in science. However, in 2000 pupils achieved more highly in English at the age of eleven than in mathematics.
75. Inspection evidence indicates that standards in the current Year 6 are in line with national expectations. Pupils in Year 7 continue to make satisfactory progress, which results in standards that are at the expected level nationally. Standards of numeracy are satisfactory and improving. Pupils' understanding of number across the curriculum is secure and they increasingly have opportunities to apply this understanding in a range of subjects. For example, in English lessons pupils use their understanding of number, shape and space to discuss the size of whales and Year 6 pupils count in French. In physical education, pupils use their understanding of shape and space to improve their ball control and strategies in 'invasion' games such as hockey.
76. By the age of eleven, most pupils calculate the area of a rectangle appropriately, then develop a formula which can be applied to rectangles of different sizes. They multiply three and four digit numbers and two-place decimal numbers by single digits accurately. They readily name two and three-dimensional shapes and know their properties. They regularly estimate answers before working them out and this enables them to check effectively whether their calculated answer is approximately correct. They use different methods for calculating similar answers. Higher-attaining pupils understand reflective symmetry well; they present work mostly accurately, for example as Venn diagrams. They understand the basic elements of probability and make correct judgements, often by recording their answer as a fraction. Some evidence of work involving data handling was seen during the inspection. Pupils with special educational needs make good progress in their learning, especially when they are helped by good quality support from additional adults in the classroom. There is no measurable difference in attainment in mathematics by pupils for whom English is an additional language from those for whom it is their first language.
77. By the age of twelve pupils complete a good range of work on number, shape and space. They develop work on basic algebra, place value, the use of brackets and negative numbers. They draw and measure angles accurately and know the properties of different shapes. The higher-attaining pupils solve problems through their knowledge of parallel and intersecting lines. They convert accurately between standard metric measurements.
78. The school is implementing the National Numeracy Strategy successfully and teachers plan their lessons well. They normally do their lesson planning in year groups and this enables activities to be matched to the needs of most of the pupils. However, greater challenge would be of benefit to higher-attaining pupils; including higher expectations of the speed of pupils' mental recall of number facts.

79. The quality of teaching and learning varies from satisfactory to excellent; overall it is good. All teachers have a sound understanding of the subject. The quality of their lesson planning is high. Their support and praise for pupils' achievements in lessons provides additional motivation for them. They use good teaching techniques – for example the expectation that pupils estimate before calculating an answer. They encourage pupils to think for themselves by using a form of open questioning. They are integrating the use of ICT into the curriculum well, and this enhances pupils' learning. They use programs, for example in Year 5, which allow pupils to work on the perimeters of polygons and get instant feedback on their answers. In Year 7, they provide opportunities for pupils to plot graphs using algebraic formulae on spreadsheet software, which pupils develop further when they visit and use the ICT suite at a local secondary school. In a few individual cases, teaching does not make the most effective use of the time available in the lesson, and presentation of tasks, especially for lower-attaining pupils, is not as clear. Good use of a review session, which reinforced pupils' learning and understanding, was seen at the end of almost every lesson. Teachers set suitable homework; they mark work regularly and pupils know how well they have achieved. However, they do not always set targets clearly so that pupils know what to do to improve the quality of their work.
80. Almost all pupils show good levels of interest and involvement. Their concentration is good, but wavers occasionally when work expected of them is not presented clearly or does not adequately challenge them. Pupils volunteer answers readily and the majority enjoy mathematics. Their behaviour in lessons is good; they work co-operatively in pairs: this co-operative working is a strong feature of those lessons where pupils make good progress. The presentation of pupils' work is generally very good, but too often there are spelling mistakes of subject-specific vocabulary, for example, 'perimeter', which could easily be avoided.
81. Co-ordination and leadership of the subject are good. The introduction of the National Numeracy Strategy has established a clear direction for the subject. A very good range of suitable resources has been developed. The co-ordinator has undertaken an audit and as a result has addressed some planning and training issues. Pupils' achievements are assessed regularly each half term and, where appropriate, pupils move to an alternative teaching group. Increasingly detailed records of pupils' achievements are contributing to planning future learning and are enhancing the current satisfactory standards they achieve. All National Curriculum requirements are met.

SCIENCE

82. Standards attained by pupils by the age of eleven in national tests in 2000 were close to national averages. However, these results compared with results in schools in similar contexts were below average. Pupils achieve more highly in English at the age of eleven than in science. The school met its target for pupils achieving Level 4 and above. The number of pupils attaining the higher Level 5 and above was close to national averages. The findings of the inspection reflect the recent test results and show that standards of work for pupil's aged eleven are in line with national expectations. Standards of work indicate that a greater number of pupils are achieving the higher levels. Standards of work by pupils in Year 7 are similar to those to be expected for their age group. Pupils with special educational needs are very well supported and make good progress throughout the school.
83. Pupils make good progress towards their set targets. For example, Year 4 pupils keenly explore materials and their properties. They consider how solids, liquids and gases can be separated scientifically. Pupils know that solids consist of very small

pieces and behave in some ways like liquids. Pupils develop good investigative skills and make suitable predictions about what will happen when they stir, pour, tilt, sieve or turn various substances. They gather, analyse and evaluate their findings well and with assistance draw up a grid recording their findings. They measure liquids accurately and conduct fair tests. They use scientific language appropriately. Year 5 pupils understand that surface area, temperature and air movement all affect the rate of evaporation. They plan practical investigations to test what is meant by surface and test whether the same amount of water will evaporate at a different rate from containers with different surface area. They carefully measure and record their results using tables and graphs and draw conclusions from the information. Year 6 pupils know that some changes cannot be reversed. Pupils understand that heating and cooling can cause some materials to change. They also identify materials where changes are not irreversible. Year 7 pupils conduct and plan an experiment choosing appropriate methods to separate different mixtures. They are fully aware of scientific processes and safety procedures.

84. Pupils are generally enthusiastic and get very much involved in practical activities. Most find the subject interesting and are able to talk about what they are doing in a sensible way. They handle material and equipment safely. When opportunities are given, pupils work well in collaborative tasks taking turns to make suggestions.
85. The quality of teaching and learning in science is good overall but ranges from satisfactory to excellent. Lessons are characterised by a lively approach, good planning, clear learning objectives and skilled use of questioning. Expectations of what pupils can achieve are generally high. Pupils are encouraged to use scientific language and to produce work of a high standard. Most teachers are confident in planning and teaching science. Lessons are well organised and a variety of methods and resources are used effectively. Teachers ask probing questions to check understanding and to push learning further on. The pupils are managed well. Relationships between teachers and pupils are very good. There is usually a friendly but firm atmosphere, which pupils enjoy in science lessons. Teachers make good use of assessment to plan further learning for pupils of all abilities, including lower and higher-attaining pupils. Teachers circulate well around the groups, giving them support and encouragement to do well. They share learning objectives with pupils and these are reinforced throughout the lesson.
86. The co-ordinator is experienced and knowledgeable. She provides clear leadership and the subject is managed well. Teachers receive sound support. The co-ordinator monitors teachers' individual plans and has analysed last year's National Curriculum test results and identified weaknesses in investigative skills. These are now being addressed through curriculum planning, teaching and learning. The co-ordinator keeps a logbook and has an action plan.
87. Resources are sufficient and easily accessible. Very good use is made of a local secondary school to supplement the current lack of a science laboratory. The requirement for covering the National Curriculum is fully met.

ART AND DESIGN

88. Standards and progress are in line with expectations at the end of Key Stage 2 and in Year 7 and there is evidence of above-average work on display. Pupils with special educational needs make good progress. At the age of eleven, pupils study a range of art by different influential western artists such as Corbert, Archimboldi, Cezanne and Van Gogh. They develop good critical skills when describing and decoding reproductions of still life composition. They understand that artists have different styles

and techniques and use different media. Pupils talk about mood, expression and effects when observing different reproductions and use correct terminology. They make links with these and their own art and design work. Pupils use subject-specific language well and develop good observational skills.

89. Year 7 pupils explore, question and make reflective observations about different representations of portraits. They are aware that artists such as Warhol and Bacon have also explored this theme in different ways, using different media. Pupils discuss these methods and experiment with different techniques for themselves, such as collage, oil pastels, charcoal, chalks and photomontage. Exploring the qualities of clay, they show secure knowledge of joining and adding clay. They use slip, cut into and add texture carefully when producing a small-scale sculpture of their own head and shoulders. They show some understanding of texture, flesh tones, contrast, reflection and distortion. Some pupils use a digital camera and photocopy images of expression and create a good quality photomontage of a self-portrait. The use of sketchbooks is satisfactory across the school; sketchbooks are used to record work, but do not yet fully show development of creativity and ideas.
90. The quality of teaching and learning ranges from excellent to very good throughout the school. Teachers are confident, show a secure knowledge and share learning objectives clearly, demonstrate techniques well and ensure that pupils not only understand their work but also enjoy it. Teachers give good opportunities for challenging questions. Pupils with special educational needs are well supported. Pupils build on previous learning and acquire new knowledge, experience and skills, for instance when discussing and interpreting still life paintings by different artists. Practical activities are well organised, resources are of a good quality and are accessible. Pupils extend their literacy skills through learning and using key vocabulary for the subject. They practise numeracy skills through looking at shapes and designs. Pupils are eager to learn and are well motivated. They work co-operatively, for example sharing equipment and taking turns to listen to each other's views and opinions.
91. The co-ordinator is experienced and knowledgeable and is fully aware of the requirements of Curriculum 2000, and the fact that sketch books are not used well enough. Good use is made of resources including ICT, which is used well as a research tool and in the form of a digital camera. Knowledge and understanding of other cultures and art from different periods is good. Pupils have studied Egyptian, Greek and Aboriginal art. Art and design has a strong profile across the school. The quality of displays is often of a high standard and reflects increasing control of different media. Work reflects contrasting ideas, methods and approaches. The subject contributes strongly to pupils' spiritual, social, and cultural development. Requirements of the National Curriculum are fully met.

DESIGN AND TECHNOLOGY

92. Standards of work are as expected for pupils aged eleven and in Year 7. Pupils with special educational needs respond well to all aspects of design and technology.
93. In Year 4, the majority of pupils acquire satisfactory skills in planning, communicating ideas. They work with tools, equipment and material and evaluate their work well. Pupils know how to create and develop a design. They measure, mark, cut and shape a variety of materials and use a pattern as a template for a Tudor money container. Pupils develop their ideas and clearly explain different joining techniques and modify and improve their designs. They plan their work and consider suitable materials and experiment with them. Pupils can thread needles and explore different sewing stitches

such as running, cross and back stitch for possible decoration as well as creating small sewn samplers. Pupils choose tools and techniques appropriately to make their design and they evaluate the end product. They discuss whether or not it is 'fit for purpose' and how it could be improved. Pupils in Year 5 know that food hygiene and kitchen safety are important. They investigate and evaluate familiar products such as biscuits. They consider packaging, labelling and advertising and how it is used to target consumers. They develop good critical and practical understanding of product marketing. They undertake surveys, analyse and evaluate different types, shapes and ingredients used in biscuits and record their findings. They are developing a good range of skills, knowledge and understanding.

94. Pupils in Year 6 have studied Greek theatre masks. The majority of pupils know why they were used and can distinguish the elements that form the different characters. The masks demonstrate improved practical skills, techniques and processes and show how well different materials can be combined and manipulated to good effect, and the finished masks are of a good quality. Pupils in Year 7 develop annotated designs for building siege engines. These working models demonstrate good evidence of designing and making tasks that utilise a range of materials, including mechanical components.
95. Pupils in all year groups enjoy design and technology. They use tools carefully and are aware of safety procedures. They share and take turn when using equipment and tools.
96. Teaching and learning is always good. Secure subject knowledge underpins thorough planning, linked to high expectations. Health and safety issues are given due prominence. Progress in skill development, knowledge and understanding of processes covered is good across the school. Work on display, in photographs and in books indicates good coverage of all aspects of design and technology with the exception of control technology, although this is evident in planning. Display is used well to support and celebrate pupils' learning and achievement. Tasks are presented in a challenging way, but with methods that make learning fun. Pupils know and understand specialist terms correctly, such as 'templates' and 'function'. Pupils work well together and help one another to improve their work. Consequently, they make good progress.
97. The subject is well managed by the co-ordinator. Documentation and the co-ordinator's log book give clear guidance. Action planning for development in areas such as ICT, control technology and assessment are highlighted. As a result of the organisation of the curriculum, design and technology was being taught only in Years 4 and 5 at the time of the inspection. Curriculum planning denotes clear plans for activities and varied experiences across the age range. The quality and use of resources are good.

GEOGRAPHY

98. Standards of work at the age of eleven are above national expectations. Pupils in Year 7 continue to make good progress. Those with special educational needs make good progress. Most pupils have a good range of geographical understanding through their studies of maps and places, climate, economic activities and land use.
99. Year 5 pupils study the water cycle, which has included a visit to a local water treatment centre. Higher-attaining pupils correctly name sections of a river course, understand the terms 'source', 'meanders', and 'tributaries'. They use atlases to trace the course of the River Severn and name places through which it flows. In their study of St Lucia, Year 6 pupils use their mathematical knowledge to draw bar and line graphs to compare the average monthly rainfall and temperature in London and Castries. Pupils identify and locate major rivers, mountains, cities and climatic zones around the world. Year 7

pupils apply their knowledge of the symbols used on an Ordnance Survey map of their own locality to identify features. They use six-figure references to locate places. The majority of pupils show good geographical understanding of towns and how they change and develop from their studies of Crawley.

100. The quality of teaching and learning ranges from excellent to satisfactory and is good overall. Teachers have a good knowledge of the subject, which is reflected in their astute questioning of pupils and their clear explanations. This helps pupils to understand new ideas and learn new geographical vocabulary. Pupils with special educational needs make good progress because they are well supported in lessons, with suitable tasks and work sheets. Teachers plan their lessons and prepare resources well. In one excellent lesson, in which the organisation was outstanding, short tasks and activities for the pupils were interspersed with very good explanations. This led pupils to understand the importance of the banana trade in St Lucia. Teachers encourage pupils to discuss issues, use the correct vocabulary and take notes from which they write up their own accounts. This contributes to literacy skills and consolidates geographical learning.
101. The subject is well managed. The co-ordinator provides good leadership and supports her colleagues. She keeps a detailed log of developments and an action plan in order to monitor and update the scheme of work. She also monitors pupils' work to assess standards and check that all aspects of the subject are taught over time. Work in geography is reinforced by field trips for each year group. The school has good resources and there are good opportunities for pupils to use ICT to support their research and investigations. Requirements of the National Curriculum are fully met.

HISTORY

102. Pupils achieve appropriate standards at the age of eleven and in Year 7. Their historical understanding is broadly in line with what is expected for their age. Pupils, including those with special educational needs, make satisfactory progress as they move through the school.
103. Pupils in Year 4 show an increasing sense of chronology. For example, they know the dates and length of the reigns of the Tudor monarchs. Pupils write about the wives of Henry VIII and compare the lives of rich and poor people in Tudor times. In Year 5, there are good examples of understanding, when pupils study children's lives during World War Two, as evacuees and in the Blitz. They visit residents of local sheltered housing who are able to give them first hand accounts of these events. Through these topics, pupils begin to think more clearly about the everyday lives of ordinary people in the past. Some of the topic-work produced by higher-attaining pupils is of a very high standard.
104. In Year 6, pupils study Ancient Greece and show increasing factual knowledge to describe and link past periods. They produce more detailed independent work researched from a range of sources such as the library and the Internet. History work is extended into art and design and technology through well-produced illustrations of Greek vases and theatre masks. In their studies of medieval realms, Year 7 pupils record their work in various ways, such as formal accounts, which relate the effects of events and changes produced by the Norman Conquest, rebellions and plagues. Other facts are recorded in the form of diaries and charts. They organise information with suitable use of times and dates.

105. As a result of the organisation of the curriculum, history was being taught in Year 4 and Year 7 at the time of the inspection. All teaching seen was at least satisfactory, with half being good or very good. Lessons are carefully planned with clear progression from one lesson to the next. Tasks and activities are effectively planned and resources are used well. For example, in Year 4 lessons, pupils sorted photographs and pictures of rich and poor people into work and leisure activities. From this, they were able to draw conclusions about lifestyles. There is a good balance between teachers giving information and the opportunity for pupils to discuss and record their work. Teachers have high expectations of pupils' ability to concentrate and produce well-presented work. Pupils show real interest and enjoyment in their work and relate well to each other when working in groups. Striking displays around the school illustrate the work pupils have covered during the year.
106. Progress in the subject throughout the school is enriched by visits to places of historical interest such as Hampton Court and Lewes Castle. Literacy strategies are used well in history to develop skills in both subjects. The co-ordinator has recently taken up the post, is building up resources, but has not yet monitored planning or teaching. Requirements of the National Curriculum are fully met.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. Standards in information and communication technology (ICT) are above the nationally agreed targets at the age of eleven. Pupils in Year 7 continue to make good progress. Pupils with special educational needs make good progress at both key stages. Higher-attaining pupils are suitably challenged and as a consequence often produce work of high quality.
108. Pupils log in to networks, start and run a range of software, create modify, and save and print documents, pictures, spreadsheets and graphs. They import graphics and overlay them onto their work to support topic studies. Pupils show well-developed skills in word processing, writing for different types of readership, as for example when creating poems about daffodils. Pupils in Year 4 know how to operate drives and can load CD ROMs. They explore the Internet purposefully and obtain information, as in supporting their history work about the Tudors and Elizabethans. They know how to use clip board, insert and paste text and graphics. On display about the school, there are many very good examples of word processing and this is used well to support studies in other curriculum subjects. Standards of presentation are consistently of a high quality in year groups and throughout the school. The use of spreadsheets in mathematics is satisfactory. In Year 5, pupils use Excel spreadsheets to depict water consumption in families; this enhances the quality of their work in geography. Pupils readily teach their newly acquired skills to others in their class. They know that once they enter the information, the program will calculate the outcomes. In another Year 5 lesson, pupils carefully researched the plight of whales and related environmental issues and evaluated the information. They used ICT particularly well to produce persuasive leaflets on discouraging whale hunting. Pupils in Year 6 download and scan images to support their studies of fruit by different influential artists in art. Year 7 pupils use a software program to create and use spreadsheets. They confidently log on, use the mouse and directional keys. One group successfully entered data for interpretation as graphs. Pupils across the school use information and present it in a variety of different ways. Such skills are beneficial to their literacy and numeracy competencies.
109. Pupils have very positive attitudes towards and enthusiasm for ICT. They work well independently. Their skills are well developed through the use of CD ROMs for research. Their work is often enhanced by the introduction of graphical images. Pupils

particularly enjoy word processing. Good examples were seen as homework assignments.

110. A number of lessons in ICT were observed. The quality of teaching and learning across the age range is good and occasionally excellent. Good opportunities are provided which impact positively on pupils' learning. Teachers have very clear learning objectives and ensure that pupils acquire new skills and consolidate their previous learning. The Internet is used well for research across the school and pupils are clear about using it with safety in mind. Resources are used well.
111. The co-ordinator is most enthusiastic and knowledgeable. She fully understands the National Curriculum requirements for ICT and the issues regarding the requirements and professional needs of the school. The subject action plan is excellent and highlights both development and future priorities. The co-ordinator maintains an excellent logbook recording developments in the subject and her work as co-ordinator. The appointment of an ICT technician is highly valued by the staff and governors. Governors have closely monitored the impact and effectiveness of this post in terms of efficiency. The integration of ICT in the general curriculum is good and effective. Good examples were observed in English, history, geography and art. ICT is already incorporated into schemes of work and lesson planning. Staff continue to develop their ICT skills and there are plans for further training. Good links with a local secondary school enable pupils in Year 7 to use the ICT facilities on a weekly basis until Phase 2 of the building is complete. Procedures for assessment of pupils' attainment are secure. Pupils have a personal disc, on which to store work; this together with the 'can' assessment forms, ensures that attainment is evaluated accurately. Requirements of the National Curriculum are fully met.

MODERN FOREIGN LANGUAGES

112. Provision in modern foreign languages is good up to the age of eleven and satisfactory up to the age of twelve. Pupils with special educational needs make good progress. French is taught to pupils in Years 6 and 7, although this is not a statutory requirement for Year 6.
113. Pupils make good progress in their first year of learning French and in Year 7. They develop skills in listening and responding, in reading, in speaking and in writing. By the end of Year 6 pupils can greet people, ask questions, and they ask other people who they are and where they live. They learn and use numbers to at least 30, they say how old they are; they know the months, days of the week and a range of colours. They begin to understand how the language is constructed and use grammatical terms to express ideas. They describe features of their physical appearance and characteristics. They continue to make good progress in Year 7. They say and write what they enjoy doing in their spare time, they explain their preferences for food and school subjects. They learn to say what the time is. Their pronunciation and spelling are often approximate, but are understood by a sympathetic listener or reader. Their literacy and numeracy skills are both developed through the study of French. Number work is reinforced through counting, dates and telling the time. Literacy skills are promoted through the oral and written skills inherent in the learning of a foreign language. There is no significant variation in levels of achievement by boys and girls.
114. The quality of teaching and learning is good for eleven-year-olds and satisfactory for twelve-year-olds. The teacher uses a range of suitable teaching techniques, which aim to develop the pupils' language-learning skills consistently. Grammatical explanations are used so that pupils understand how the language is structured. Good use is made

of the available resources. Small areas of the relevant classrooms have been made available for classroom displays, but there is little evidence of pupils' work on display. Teachers have secure subject knowledge. Pupils' achievement is not always enhanced by greater use of French for normal classroom instructions, and areas where reinforcement is needed. Pupils' books are marked regularly and give them a clear indication of how to improve.

115. Pupils' attitudes to the subject are variable. Many show interest and involvement, they repeat phrases aloud sensibly and volunteer answers. However, a small proportion of one Year 7 group were restless, their attention was diverted and these pupils were reluctant to speak in class in the foreign language. The presentation of written work is normally very good and clear.
116. The co-ordination of the subject is good. The teaching of it has been given a firm foundation. There are adequate resources, but as yet these do not include ICT elements. The school has clear plans to develop the teaching of French and to improve the current accommodation and resources. There are good relationships with other middle schools and a local secondary school, which lead to progression in pupils' learning. National Curriculum requirements are met.

MUSIC

117. Standards are at least in line with those expected and progress is often good for pupils aged eleven and in Year 7. Pupils with special educational needs make good progress. In Year 4 pupils listen to arrangements, they recognise and listen to music composed for the court of Henry VIII. They know the words to Greensleeves and sing to the composition, playing tuned and untuned percussion instruments. Listening to the pre-recording, pupils recognise different instruments and can name some of them. When talking about the words in Greensleeves, one boy remarked that the words were in Middle English and that the music was old-fashioned. Pupils understand what pitch means and know the difference between verse and chorus. Year 5 pupils explore musical patterns; they enjoy developing their own polyrhythms after hearing Ladysmith Black Mambazo. With the teacher, they followed the score and counted the different beats. They talked about the different music from South Africa, India and Nigeria. Year 6 pupils enjoyed developing song-writing skills. They began to understand how lyrics can be generated and organised by listening to Robbie Williams' 'I'm Loving Angels'. They created their own lyrics based on newspaper headlines and common phrases. They developed their literacy and numeracy skills well by counting syllables.
118. In one Year 7 lesson, pupils recognised and repeated rhythmic patterns. Through song and clapping, they called and responded to each other with increasing accuracy. Listening to a selection of music by the Beatles they gained a greater understanding of musical structures. Listening, improvisation and evaluative skills develop well. Pupils use and explore specialist terms accurately such as 'tempo', 'dynamics', 'melody' and 'ostinato'.
119. Singing throughout the school is very popular, and to ensure that all pupils can take part choir sessions are held in school time. Over 100 pupils take part regularly; they have a wide and increasing repertoire of familiar and new songs that they can sing vigorously and tunefully from memory. They follow directions well and show increasing control of voice and pitch. They know the difference between soft and loud and high and low sound. In assembly, they answer questions about the different music played and identify music from different cultures and periods. A large number of pupils across the school receive instrumental lessons in flute, guitar and violin, saxophone and drums and they

are making suitable progress. The school also provides an extra-curricular recorder club. Pupils practise and work hard to improve the quality of their work.

120. Pupils really enjoy music and especially singing. They use instruments carefully and very good relationships and behaviour contribute well to their learning and progress.
121. Teaching ranges from excellent to satisfactory, with the majority being good. In the best lessons, the pace is brisk with a good range and balance of different activities. Good links are made with literacy, numeracy and other subjects to reinforce and consolidate learning. Planning is detailed and comprehensive. Teachers share and reinforce learning objectives and use specialist terms well. Very good quality questioning promotes good learning and understanding. Several of the teachers are themselves musicians and teachers take different classes to maximise and share musical skills. Lessons are well organised and instruments and resources are well matched to activities. Assessment and monitoring are at early stages of development, reflecting school priorities. Oral assessment is particularly well used. Opportunities for listening, composing and integrating ICT are developing appropriately as are the schemes of work. The school is establishing musical clubs, a choir, and opportunities for performances in the local community. Music contributes strongly to pupils' spiritual, social, and cultural development and it has a high profile within the school and is very popular with pupils.
122. The co-ordinator, although new to this role, is experienced in music and wants to develop ensembles and a school orchestra.

PHYSICAL EDUCATION

123. Provision for physical education is good. It was not possible to observe all areas of the physical education programme during the inspection, as no lessons in gymnastics, swimming, athletics or outdoor and adventurous activities were timetabled at the time. Activities observed include net games, 'invasion' games and dance. Inspection findings indicate that pupils achieve levels of attainment that are in line with those expected nationally by the age of eleven and pupils aged twelve make good progress. Several pupils achieve more highly in dance in their final year at the school.
124. Pupils make good progress in their learning and in the development of their skills especially in dance. In net games, such as table tennis, pupils in Year 5 learn how to hold a bat effectively, how to control the power and sensitivity of it and how to use it to push the ball over the net. Higher-attaining pupils understand the different spins that can be put on a ball and create such effects themselves. In 'invasion' games, pupils in Years 5 and 6 develop good skills, for example in controlling a ball with a hockey stick. They learn the importance of using only one side of the stick and how this skill effectively gives them greater control of the ball. They readily learn to control the tendency to hit the ball hard and appreciate that sometimes a cleverly executed small tap is the most appropriate measure. In Year 7, pupils enthusiastically practise and develop their dance skills. They learn varied movements and develop a sequence, which they demonstrate boisterously and with evident pleasure and achievement. There is no significant variation in levels of achievement between boys and girls.
125. The quality of teaching and learning ranges from satisfactory to excellent. The very good or better teaching has a noticeable effect on the standard of pupils' learning. Teaching of this quality was observed in the three aspects of physical education taking place during the inspection. Pupils' learning and skill development are significantly increased by teachers' choice of suitable graduated warm-up activities, which most

teachers demonstrate to the pupils. Teachers give high quality explanations of techniques. They pay good attention to physical health and safety issues such as jewellery and suitable clothing. They have high expectations of pupil participation and performance. A very good example of teacher demonstration was with a Year 7 class, when two teachers taught dance movements to all Year 7 pupils together in the hall. Their participation provided a very good focus for pupils, whose learning was enhanced by this teaching arrangement. Teachers' knowledge and understanding of the skills vary, but in most cases it is of very high quality. Teachers insist on good standards of behaviour in lessons. They provide suitable opportunities for pupils to evaluate movements or skills. The good use of support staff contributes well to the standards achieved by pupils with special educational needs.

126. Pupils' attitudes to the subject are good, as is their behaviour. They give a strong impression of wanting to learn, and of appreciating their experiences in the subject. They work well together as partners and in small groups for dance sequences and for practising ball skills. Most concentrate well; they respond positively to suggestions about how to improve their performance. They wear suitable clothing for physical activity. Many take part in additional activities such as boys' and girls' football clubs, badminton and table tennis clubs.
127. The co-ordination and leadership of the subject are good. A clear direction for the subject is provided. The scheme of work is undergoing rationalisation and development. The school is tailoring units of work proposed by the Qualifications and Curriculum Authority to meet its own needs and is planning to teach athletics at the appropriate time of year. Lesson planning is conducted effectively in year groups and provides well thought-out sequences and progression to move forward pupils' experiences and skills. There are very good resources for pupils' development in all areas of the subject. The school benefits from the use of table tennis tables and coaching provided by an external Table Tennis Club. Swimming is taught in the autumn term of Year 4 only. However, pupils start their swimming tuition whilst at the first school in Year 3, and the vast majority achieve the National Curriculum requirements in swimming before the end of their Year 4 tuition. National Curriculum requirements are met with the exception of ICT which does not fully support learning in physical education;. The available hard and soft outdoors game surfaces are well used, as are the indoor facilities.

RELIGIOUS EDUCATION

128. At the age of eleven and in Year 7, pupils' attainment meets the requirements of the locally agreed syllabus. Higher-attaining pupils, those with special educational needs and pupils with English as an additional language make satisfactory progress in relation to their prior attainment.
129. Pupils throughout the years make good progress. They know about and learn the importance of the Bible in the Christian faith. In Year 4, they can retell some of the stories of Jesus as found in the New Testament. They know about and can name some of the festivals associated with the Christian church. They know why Easter is important to Christians. Pupils know and record the significance of the Last Supper and that Jesus came as a servant not as a ruler. Pupils imagine they are disciples and write a diary of events starting with Palm Sunday. Higher-attaining pupils demonstrate a good recall of events and write fluently and descriptively. Work scrutiny indicates that pupils have discussed and studied several of the stories in the Old Testament.

130. Younger pupils are encouraged to share their own experiences and one pupil spoke to the class about a special meal at Diwali. Others used vocabulary such as 'chalice', 'paten', 'bread', 'wine' and 'altar' correctly and with understanding. Older pupils understand what the word 'sacred' means and they are starting to appreciate how different sacred books are treated and stored. When looking at the Quran, Bible and Torah Scroll they answer questions sensitively about how and why these books are special. They understand that the content of the books is sacred and special and talk about how they differ from each other. They know the importance of the mosque and the need for Muslims to say prayers and to fast. Their answers indicate that they relate this information to their previous experience and so consolidate their learning well. They understand that different faiths have different beliefs.
131. Pupils have good attitudes towards the subject. The majority listen well and are attentive although, in one Year 4 class, pupils were so excited and bubbly from the previous lesson that they took some time to settle down. However, after listening to the teacher's account of the Last Supper they were enthralled. Pupils are eager to answer questions and listen well to each other's responses. In one Year 4 lesson, pupils were particularly involved in discussion and enjoyed themselves.
132. The majority of teaching and learning in both key stages is very good. Clear learning objectives are shared with pupils and are constantly reinforced to ensure full understanding. Pupils are challenged in lessons by effective questioning and very good use of discussion time. Very good teaching is characterised by a full knowledge and understanding of the subject and high expectations, backed by detailed planning. Attention is given to improving pupils' literacy skills, as for example when one teacher provided a word list and reminded pupils about correct spellings. Resources are suitable and are used well.
133. The co-ordinator, who is very keen and experienced, has rewritten the schemes of work and has updated them to take account of the locally agreed syllabus. The co-ordinator provides support for teachers in terms of planning, and also maintains a good action plan and logbook. Monitoring and evaluation of pupils' work are taking place. The curriculum complies with the requirements of the West Sussex Agreed Syllabus for religious education.