

INSPECTION REPORT

**SUMMERLEA COMMUNITY PRIMARY
SCHOOL**

Rustington

LEA area: West Sussex

Unique reference number: 131518

Headteacher: Mr B Ball

Reporting inspector: Wendy Simmons
23674

Dates of inspection: 29th January to 1st February 2001

Inspection number: 230578

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Windsor Drive Rustington West Sussex
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Appropriate authority:	The governing body, Summerlea Community Primary School
Name of chair of governors:	Mrs L Kite
Date of previous inspection:	This is the school's first inspection

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9092	Ron Elam	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? Partnership with parents.
23434	Marie Gibbon	Team inspector	English English as an additional language Art	How good are curricular and other opportunities offered to pupils?
15271	Brian Farley	Team inspector	Science Information and communication technology	Special educational needs.
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Summerlea Community Primary School is an over-subscribed, larger than average school, educating 374 boys and girls aged between four and 11 years. There are 90 children aged five or under in the Reception classes, 18 of whom are part-time. Reception children are admitted into the school twice a year in September and January. Children's attainment on entry is average. Broadly, pupils come from an average range of social backgrounds. Only three pupils are from minority ethnic families. One per cent of pupils speak English as an additional language and most of these pupils are fully competent in their use of English. Eight per cent are eligible for free school meals, which is broadly average. The school has 128 pupils (34 per cent) on the register for special educational needs, and this is above the national average. There are two pupils who have a statement of special educational need, which is below the average. The school opened on a new site in September 1998. However, the number of pupils joining the school throughout the school year is higher than was anticipated due to the newness of the school, and the staggered completion of new homes. This has already resulted in the addition of a temporary classroom, and the roll is expected to increase well beyond the school's original capacity.

HOW GOOD THE SCHOOL IS

Summerlea School is an effective, and rapidly improving primary school, giving good value for money. There is very good leadership and management, with excellent leadership from the headteacher. Standards achieved by the end of the Foundation Stage are higher than the average. By the time pupils leave the infant classes, they achieve well for their ability, and achieve above average standards in the majority of subjects, except in writing and speaking skills, where they attain lower than average standards. The current Year 6 pupils are achieving lower than average standards in English, mathematics and science. This is largely due to the high numbers of pupils who have recently joined this year group and the above average number of pupils with special educational needs. There are weaknesses in the provision for science. In all other subjects, pupils are achieving at least average standards and often they exceed them. Pupils have very good attitudes to learning and the quality of teaching and learning is good.

What the school does well

- The school's has made rapid development, due to excellent leadership and vision from the headteacher and very good support from the deputy headteacher, senior management team, governors, staff and parents.
- The quality of teaching and learning is good, with some very good and excellent teaching in all key stages. There is particularly strong teaching in Year 2 and some Year 5 lessons. For children in the Foundation Stage, teaching is very good and there are higher than average standards in the Reception year.
- Across the whole school, pupils are achieving higher than average standards in religious education, history, art, music and design and technology and, in addition, pupils at Key Stage 1 are achieving standards in mathematics and information and communication technology, which are above average.
- Relationships and behaviour are excellent and are supported by very good moral and social education and, as a result, pupils have very good attitudes to learning.
- Links with the community are excellent.
- There is good provision for pupils with special educational needs.

What could be improved

- English written work could be improved by developing a more rigorous and systematic approach for spelling and in ensuring greater accuracy in pupils' sentence work. Homework could support this work more effectively. Handwriting could be improved by regularly practising letter formation and in developing greater accuracy, speed and flow in pupils' handwriting style.
- Mathematics could be improved by giving greater emphasis to the quick recall of tables and use of these in lessons and homework. The organisation of ability group teaching could be improved.
- Science could be improved by allocating more time to this subject so that pupils have more opportunities to do experiments and challenging investigations for themselves. There could be better assessment, monitoring and continuity of the subject across the school.
- Staff could improve the marking of pupils' work so that pupils are clear about what they have done well and how they could develop and improve.
- Monitoring of pupils' work and teaching by subject co-ordinators could be further developed.
- Governors have not ensured that all teachers are clear about child protection procedures and that the statutory requirement for health and safety risk assessment have been completed. They continue to take action to inform all parties involved about potential dangers to pupils on the road outside the school at the beginning and end of the day.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection. Since setting up in 1998, the progress in developing this new school is excellent.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

The table above shows that in the national tests in 2000, pupils in Year 6 achieved average standards in English compared with all schools, but this was lower than average when compared with other very similar schools. In mathematics and science, pupils achieved standards that were well below average. The pupils who took those tests were largely very new to the school and also, there were a very high percentage of pupils with special educational needs in that year group. Consequently, results were low. Boys were achieving much lower standards than girls.

The findings of the 2001 inspection show that pupils are achieving well for their ability. The current Year 6 pupils are achieving lower than average standards in English, mathematics and science, but standards in the other year groups are broadly average. In Year 6, lower attainment in English and mathematics is largely due to the exceptionally high numbers of pupils who joined this year group in the

last year showing lower than average attainment in these two subjects when joining the school. Attainment in all other subjects, except science, is at least average and in religious education, history, art, music and design and technology, their attainment is above average. In these subjects, pupils enthusiastically learn new skills and knowledge as teachers provide challenging, well demonstrated work, very good discussions, and interesting resources. As a result, pupils try out new skills, think for themselves and easily remember what they have learnt. Lower attainment in science is due to insufficient opportunities for pupils to do independent investigative work and record their findings.

Pupils are achieving very well in the Reception classes. Standards achieved by the end of the Foundation Stage exceed the average for all areas of learning except in communication and language, where they are average. At Key Stage 1, pupils are achieving average standards in science, physical education and geography, and above average standards in all other subjects except English, where attainment is lower than average. Pupils in Year 2 read at an average standard, which shows good progress on the results for 2000, but writing and speaking skills are below the average largely due to the high proportion of special educational needs pupils in this year. Throughout the whole school, there has not been enough attention to the progressive development of handwriting, spellings and tables. Boys are achieving as well as girls due to the success of the school's improvement plan. Talented and able pupils are well provided for overall. Pupils with special educational needs and those with English as an additional language achieve well. The school has set realistic but challenging targets for improvements.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and their learning. They show excellent respect for others' feelings, values and beliefs.
Behaviour, in and out of classrooms	Excellent behaviour. There is an absence of bullying, sexism and racism and pupils have an excellent understanding of their actions on others.
Personal development and relationships	Pupils' personal development and relationships are excellent.
Attendance	Attendance is satisfactory, but monitoring of this is not rigorous enough.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

Overall, the school is meeting the needs of pupils well. Teaching and learning are good, with very good teaching and learning in the Foundation Stage, Year 2, and in a high number of Year 5 lessons. No unsatisfactory teaching was observed in the 90 lessons or parts of lessons observed. Overall, three quarters of teaching was good or better, with one third very good. One lesson in every ten was excellent. Teaching is good in all subjects at Key Stage 1, except geography, where it is satisfactory. At Key Stage 2, teaching is good in all subjects except geography and science, where it is satisfactory. Pupils concentrate well due to the range of interesting, lively, well planned lessons. Classroom

management is of a very high standard, which allows pupils to make the most of opportunities to work independently and think for themselves. Support assistants give very good help. The management and behaviour of pupils are excellent. This allows teachers to work with pupils without interruption and pupils learn quickly. Teachers have very good subject knowledge. A real strength is their ability to phrase questions, which make pupils think about and refine their knowledge. There is some good marking in Year 5, and by the deputy headteacher, but overall, marking is not evaluative enough. Homework for spelling and tables and the class teaching of these basic skills is not consistently rigorous. Numeracy is well taught overall. However, in Years 5 and 6, despite the wide range of abilities in the classes, pupils are not put into sets for whole class lessons so that, occasionally, work is not sufficiently well matched to pupils' understanding. Literacy is well taught overall, although there is not enough focus on the teaching of basic grammar, punctuation, handwriting and spelling skills. In science, there is not enough attention to 'hands on' investigations or recorded work. Teaching of talented pupils and those with English as an additional language is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good development. The curriculum for children in the Foundation Stage is very good. The quality and range of learning opportunities are good. The appropriate statutory curriculum is in place, but the time allocated to science is low and there is no policy for science or physical education. Extracurricular activities are very good. Links with the community and other educational institutions are excellent.
Provision for pupils with special educational needs	Provision is good, and very well managed by the deputy headteacher, although she has limited release time for this role. Classroom assistants give very good support.
Provision for pupils with English as an additional language	Pupils are well integrated and achieve well as teachers make good provision for these pupils on an individual basis. However, there is no formal written policy for the provision for these pupils across the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Personal and health education is good in lessons, but there is no whole school policy. Moral and social development is very good; spiritual and cultural development is good. Pupils are gaining a very good appreciation of the artistic elements of multicultural life and a satisfactory understanding of Britain as a multicultural society.
How well the school cares for its pupils	A very caring school. The school is actively informing the Highways Department, building contractors, and parents about dangers on the roadway for children at the start and end of the day. Assessment procedures and the monitoring of pupils' academic and personal development and guidance are good.

The quality of information and links with parents are very good. Parents contribute very well to their children's learning. At present, parents are not invited to class assemblies.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership and management, with excellent leadership from the headteacher. There is real vision, energy and teamwork. The induction and support of new teachers are excellent. Co-ordinators give good leadership, with very good leadership in English, religious education, history, geography,

	information and communication technology and special educational needs. Leadership in the Foundation Stage and music is excellent. Monitoring is progressing but is not consistent.
How well the governors fulfil their responsibilities	They are very effective in fulfilling their responsibilities. Members have worked extremely hard to develop the school and their role. However, they are not yet completely fulfilling statutory responsibilities, as there is no health and safety risk assessment and they are not providing the full information in the Annual Report and prospectus. Some new teachers are not clear about child protection procedures.
The school's evaluation of its performance	Very good overall. Recognition of where strengths and weaknesses exist is very good. The Year 6 co-ordinator for data analysis has made very good evaluations of the school's work in English and mathematics and is supporting school development very effectively. The evaluation of work in science has only just begun.
The strategic use of resources	Very good use of resources. Teaching assistants and the premises manager have made a very positive contribution to school development. The office staff are very professional. There is very good understanding of financial planning and how to achieve best value.

Staffing is very good. Accommodation is good and kept extremely clean. However, there is no covered outside area for the Foundation Stage and this hampers teaching and learning when the weather is wet or hot. There are insufficient staff lavatories.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils' behaviour is of a very high standard. • Teaching is good. • The school is very caring and welcoming. • Pupils have very positive attitudes to learning. • The staff work very hard, they are highly motivated and the school is well organised. 	<ul style="list-style-type: none"> • The marking and amount and range of homework to support pupils learning in lessons, without having too much during the week. • The size of the school hall. • More guidance on how to help with reading at home for pupils in the junior classes.

The findings of the inspection agree with the positive views of parents. Spelling and tables are not supported well enough through homework. There are inconsistencies in marking. The school hall is small. Guidance on helping with reading is in hand.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Due to the newness of the school and this being the school's first inspection, it is difficult to evaluate trends in the school's performance over the course of time, as there are only results for two years.
2. Children enter the Foundation Stage at the age of four at broadly average standards, although this has fluctuated with lower than average standards in 1999. They make good progress in their achievements and reach above average standards overall by the time they leave the Reception classes. Standards are above average due to the very good teaching, and excellent overall management and understanding of how children learn. Moreover, the excellent classroom management, and behaviour of the children, allow the teacher to work uninterrupted with small groups of pupils. Standards are above average in mathematical development, knowledge and understanding of the world, physical development, personal, social and emotional development and creative development. Standards are broadly average in communication, language and literacy. Children listen very well, but overall, speaking skills are very variable and most do not confidently use longer sentences with description unless prompted. Reading and writing skills are average. Staff use questioning very well, and this is why they are making good progress in speaking. Good questioning and the excellent use of mathematical games enable the children to do well in mathematics. The curriculum for these children is very good and well planned. It allows children to choose and explore activities for themselves and initiate their own ideas while also working formally in groups. The excellent range of resources allow children to develop their games and move from playing alone to cooperating and engaging in imaginative play with others. There is an excellent understanding of the use of planned outside activities, and as a result, children are attaining higher than average standards in their social and physical development. However, the lack of a covered outside area prevents this being used in all weathers.
3. National tests for seven-year-olds in 2000 show that, when compared with all schools, standards are average in writing, but well above average in mathematics. This is the same when the results are compared with similar schools. Standards in reading, however, are below the average for all schools, and well below average when compared with similar schools. Girls and boys achieve similar standards. Teachers' assessments of science indicate that standards are below average. This is also evident from their assessment of pupils' speaking skills. Nevertheless, these results show good achievement for pupils, with real strengths in mathematics, considering around a third of the pupils who took the tests had special educational needs.
4. The findings of the inspection are that in Year 2, standards in reading are average. This shows good progress on the results for 2000 and is due to the increased support and time that is given to reading. The very good analysis of pupils' performance scores resulted in a quick response and plan to improve pupils' reading. Overall, writing and speaking skills are below average. Within this year group, 39 per cent of pupils have special educational needs, often relating to language skills. However, the year group is achieving above average standards in mathematics. This is a considerable strength of the school and reflects the high standards of teaching as pupils move through the Foundation Stage and Key Stage 1. When this group of pupils started school, their ability in language skills was considerably below average, so that they have achieved well from this low base. At that time, their understanding of number was broadly average, and this is another reason why pupils are achieving better in mathematics than in English. However, there is insufficient continuity or rigour in the teaching of handwriting, spelling and tables, but some good work in writing compositions. By the age of seven, in Year 2, pupils are achieving average standards in science, physical education and geography, and above average standards in mathematics, information and communication technology, design and

technology, music, history, religious education and art. Pupils are achieving very well for their abilities considering their lower than average attainment when starting school.

5. At Key Stage 1, pupils listen very well, but need a lot of help to express their ideas with clarity and confidence. They concentrate very well, due to the excellent classroom management and organisation. They write their own imaginative stories and factual writing; for example, they composed excellent sentences about fire fighting at the time of The Great Fire of London. This followed a high quality discussion with a local firefighter in which he answered questions that the pupils had faxed to him in advance. However, there were not enough links to spelling development as part of the guided writing activity, and many pupils found it hard to write beyond the simple sentence, although more able pupils were using a range of descriptive words. Most pupils enjoy reading, and all pupils have a good understanding of initial letter sounds to work out new words. Handwriting is of variable quality. Achievement in literacy is lower than average due to the number of special educational needs pupils. Nevertheless, they achieve well in their reading and satisfactorily in writing for their abilities. In mathematics, the quality of teaching and learning is good, and pupils in Year 2 use mental recall of the addition and subtraction facts confidently, and have a good understanding of place value. Numeracy skills are good. In science, pupils in Year 2 have an average understanding of living things, the properties of materials and physical processes. Pupils know about how to do simple fair tests, but the range of work is not consistently matched to pupils' abilities. Marking is not always used to guide pupils in how to develop scientific ideas. However, learning is often good as teachers use discussion time and questioning well to develop basic scientific ideas.

6. In geography at Key Stage 1, the pupils have appropriate early map work skills and an awareness of their immediate locality. Sometimes the pace of the lessons is slow and not all new work is linked to past learning. In religious education, the pupils know about aspects of world faiths such as Christianity and Judaism. Teaching in religious education is good and results in good attainment, especially when linked to drama. In history, the pupils have a good awareness of the changes in life in different ages. The very high quality questioning, and use of very good historical artefacts and resources, result in higher than average standards. In physical education, Year 2 pupils are working at an average level in developing physical agility and skills with apparatus. There are good demonstrations, which allow pupils to improve their performance, and plenty of opportunities to make the heart race with exercise. In design and technology, pupils plan and use their ideas to make models with developing precision. There are excellent links with history projects and computer technology and this work is of a higher than average standard for the age of the pupils. In art, the pupils use a wide range of drawing, painting and three-dimensional resources very successfully and are learning about the work of different artists. There are excellent links with many subjects across the curriculum and pupils use their imaginations well. As a result, they are working at above average standards. In information and communication technology, the pupils show high levels of independence when controlling this technology and in their drawing skills, although typing skills are slow. Nevertheless, they are confident in a good variety of skills above the expected level for their age. In music, pupils have a good range of skills using their voices and instruments to create different effects. They are confidently developing knowledge about notation due to high standards of teaching and this results in higher than average standards.

7. The results of the national tests for 2000 for pupils in Year 6 showed standards, which were well below average. Pupil mobility is a significant factor in these low standards. Summerlea School opened in the autumn of 1998 and, therefore, does not yet have any pupils who have experienced continuity in their learning from the Reception classes through to Year 6. In fact, over half of the pupils in this year group joined the school during Year 6, including eight who started just before the national tests. This means that 60 per cent of pupils joined the class at the end of the primary school and very close to national testing. There are two other contributory factors: firstly, the number of pupils with special educational needs in the group was high. Twenty-five pupils took the national tests and of these, four pupils had very specific difficulties and overall, a third of the pupils had special educational

needs. Secondly, the school had thoroughly planned Saturday morning booster classes, but these were not well attended by the pupils who were borderline for achieving average results. In English, pupils achieved broadly average results compared with all schools, but they were below average in comparison with similar schools. In science and mathematics, pupils' results were well below average.

8. The findings of this inspection are that standards of attainment in the current Year 6 are below average in the core subjects of English, mathematics and science. Only in their reading do they achieve average standards. Whilst the overall number of pupils attaining the expected level for 11 year-olds is below average, the number of more able pupils working at Level 5 in mathematics and English is around the national average. However, weaknesses in aspects of work such as spelling, reduce the quality of their writing and in mathematics, their lack of rapid recall of tables and number bonds slows down their work. Pupils attain average standards in information and communication technology, geography and physical education, and in all other subjects, they achieve above average standards. Teachers are very skilled in meeting the needs of the wide range of abilities in these subjects. Furthermore, the support by assistants often means that pupils with special educational needs are able to do work at a very similar level to the rest of the class.

9. This inspection shows that the movement of pupils into the school is still very high and this has affected standards. In the current Years 5 and 6, in 2001, pupils are still joining the school. Previously, 37 per cent of Year 6 pupils arrived in the last year and of these, 15 per cent joined in the autumn term and seven per cent started three weeks before the inspection. In Year 5, 32 per cent of pupils were admitted in the last year, with five new arrivals just before the inspection. For those pupils who have been in the school longer, there has been considerable upheaval due to the staggered opening of new classes and the appointment of new teachers. As a result, pupils have not been with one teacher with the same grouping of pupils for a whole school year. This has also had an impact upon continuity in some pupils' learning. However, the staff have worked extremely hard to ensure that pupils are achieving well and their progress is carefully monitored for English and mathematics. In science, there are weaknesses which are more to do with curricular organisation than pupil mobility and these are detailed below. There is an above average number of pupils with special educational needs in the year group. In the rest of Key Stage 2, standards in English, mathematics and aspects of science are broadly average and this shows a growing pattern of higher standards in line with the school's development plan. The current targets for improvement for 2001 are both challenging, but achievable, with 72 per cent to achieve Level 4 or above in both English and mathematics.

10. In English at Key Stage 2, pupils speak enthusiastically and have a growing understanding of formal and even archaic language. This was evident in the lesson in which pupils tried out the language for themselves from the poem 'The Lady of Shallot'. Many of these pupils do not find it easy to use a wide range of descriptive vocabulary or complex sentences to explain their thinking, unless encouraged by their teachers. Pupils are able to choose their own reading material from a very good selection of books from the school's well-stocked library. The very good support from the librarian helps pupils to understand how to locate the resources quickly. Older pupils write in a variety of styles. They use different forms of writing, but overall, writing for science is not good enough as they copy work rather than think for themselves. Writing in history is good and shows much better independence and this is one reason why attainment in this subject is above average. There is a good emphasis on precise vocabulary in lessons. Standards of presentation are variable and handwriting and spelling are not developed consistently. Furthermore, pupils' work is not always clearly marked to help pupils to improve these skills or extend their work further.

11. A good number of pupils in Year 6 are working at average levels for their age in mathematics, but a high percentage are working below the expected level. Many of these pupils have only just joined the school. Pupils are developing their own strategies for problem solving but their understanding and quick use of tables are poor. They understand about percentages and fractions in simple terms but are not confident in using them to describe proportions of numbers. Some work is too challenging for

pupils, especially work on subtraction of decimals. Occasionally, the pace of the lessons is too brisk for the high number of pupils with special educational needs and those who have just come to the school. Currently, pupils are only grouped by ability for the second part of the lesson, and this means that the introductions are not always suitable for the very wide range of abilities in the class. In work on shape, pupils are able to draw angles to the nearest degree, and most pupils are able to collect information and construct simple line graphs to display it. In science in Year 6, pupils understand how to make a fair test, electrical circuits and material, but the range and depth of work are limited, with insufficient time for 'hands on' investigations and sufficient challenge.

12. In music at Key Stage 2, the pupils sing confidently with good rhythm and pitch and their skills in appraising music are developing well. Three part-singing is suitably challenging resulting in very good progress. High expectations, excellent management and very good subject knowledge by the teacher, as well as great enthusiasm from the pupils, result in pupils being able to achieve above average standards in music. In history, the pupils in Year 6 and below have a good knowledge of different periods of history due to imaginative use of artefacts, displays, very good discussions by teachers and strong links with other subjects. In religious education, they have a good understanding of the beliefs and traditions of Christianity, Judaism, Islam and Hinduism. Opportunities for pupils to talk about and respect the different opinions of others result in high standards of learning, very good personal development and above average standards. In geography, the pupils show a good understanding of weather, location, environmental issues and maps, although there is an imbalance in the amount of map work compared with other aspects of the subject. More able pupils are not always sufficiently challenged, but overall, pupils are able to do what is expected for their age. By the time that they leave the school, about 75 per cent of pupils will be able to swim at least 25 metres. In gymnastics, dance and games, pupils are developing a good range of skills. In design and technology, the pupils have a strong understanding of the design process, especially through the excellent work on 'The Bronze Age Project'. They know the limitations in the use of materials and confidently evaluate the items that they make so that they can be improved to an above average standard. In information and communication technology, the pupils are very confident when using this technology and are developing a broad range of skills appropriate to their age. In art, they use a wide range of drawing, painting, collage and modelling materials imaginatively to support their learning in other subjects. They have above average skills in drawing and painting due to the high quality teaching.

13. The school has worked hard to ensure that pupils are given equal opportunities, and to see male and females in different roles. They have improved the attainment of boys at Key Stage 2 by actively giving them additional group teaching time for their English work, and in widening the range of non-fiction books. The school monitors the attainment of girls and boys very carefully. The inspection found no significant difference between their attainment.

14. Throughout the school, the few pupils with English as an additional language achieve well and in line with pupils of the same age. Teachers make good provision for their needs on an individual basis although there is no formalised policy for whole school continuity. Currently, the deputy headteacher monitors the progress of these pupils very successfully, but wider evaluation of whole school test results does not take account of monitoring by ethnicity.

15. At the time of the inspection, there were no pupils in the school identified as being especially talented in one subject. For example, no pupils are working at two levels higher than the average level for their age. However, there are a good number of pupils who are working at one level above the average in most subjects and several who show particular talents in music and art and design and physical education. These pupils are well supported and achieve well for their abilities overall. However, in English, there are missed opportunities to widen their range of literature and in geography and science, there is not always sufficient challenge for these pupils. There is a co-ordinator for able and gifted pupils and a very good register of pupils. Furthermore, there are excellent identification cards for all subjects and another for general identification. The understanding of how these pupils may

show their needs is good. Identification, not only recognises their positive skills, but also acknowledges where pupils may be exhibiting negative behaviour if they are not sufficiently challenged. The school's recent training conference has helped teachers considerably with this area of work. There are very good links with County run courses for pupils in music, and physical education and the school has set up good groups to support 'able writers' art and information and communication technology. 'The Bronze Age Project' was an excellent example of how the school supports talented and able pupils to develop their thinking and questioning skills.

16. The progress made by pupils with special educational needs, in both key stages, is good. Individual education plans have clear targets and objectives with detailed information about the action required by teachers and assistants to enable pupils to meet the objectives. Most of the individual education plans focus upon the needs of pupils to improve their attainment in literacy and in numeracy and this helps to raise their attainment from well below average to below average.

17. Overall, all pupils achieve well. This is because the school and other pupils have very positive attitudes to different languages, cultures and abilities. This stems from an excellent whole school ethos, which fosters educational inclusion.

Pupils' attitudes, values and personal development

18. Pupils' behaviour, personal development and relationships with each other and adults are strengths of the school, and make an excellent contribution towards promoting their attainment and progress. Their attitudes are very good. This conclusion reflects the widespread views of parents. Parents state that their children enjoy school and that the school is helping them to become mature and responsible. The attendance of the pupils is satisfactory.

19. Throughout the school, the pupils' attitudes towards learning are very good. This includes those of pupils with special educational needs. They concentrate well and show interest in what they are doing, for example, during numeracy lessons, they are attentive during the whole class teaching and stay focused on their tasks during group work. They have the confidence to express their ideas and the support given by the adults in the Reception class ensures that even the youngest pupils are very willing to try out new activities. Year 1 pupils wrote answers on the white board with confidence during a mathematics lesson. Reception year pupils also listen well such as when their classmates were talking about their toys.

20. Pupils show excellent behaviour in the classroom, at break and lunch times. They are open, well mannered, polite to adults and to each other, courteous and welcoming to visitors. They move around the school in an orderly way even when not supervised. They wait patiently for other classes when going to and from their rooms for assemblies. Pupils show great respect for the school. They all wear school uniform and take care of property, for example, when using the computers and collecting and putting away instruments during music lessons. The excellent behaviour in lessons ensures that all pupils can learn; the teachers can concentrate on teaching with little time needed for managing the class. No bullying occurred during the inspection, and the school has appropriate procedures to deal with any aggressive behaviour if any were to take place. No pupils were excluded in the past year.

21. Relationships between pupils, and with adults, are also excellent and contribute to the quality of work in lessons. Pupils get on very well with each other when playing games at break and lunch times. In the classroom, the youngest respect each other's space when sitting close together on the carpet. Good co-operation was seen in a Year 2 physical education lesson when working in pairs rolling balls to each other. Year 6 pupils worked well together designing a Tudor costume, willingly offering and discussing ideas with each other. They are concerned for the well being of others, and two classmates were seen to go and comfort a girl who was looking unhappy at breaktime. They willingly and sensitively contributed positive comments about their classmates in 'circle time'. In a

history lesson, Year 5 pupils listened respectfully to the ideas of others when discussing Tutankhamun's tomb.

22. The pupils' personal development is also excellent. Year 4 pupils showed their ability to imagine the feelings of homeless people when considering the Good Samaritan in a religious education lesson. Year 2 pupils showed initiative when preparing questions to ask a visiting fireman about the Great Fire of London. They can think independently and Year 3 pupils put forward some good ideas when discussing land use in a geography lesson. They are also willing to move around the classroom to find materials they may need. Nevertheless, teachers do not always take full advantage of opportunities to develop independence in the pupils' learning. This is especially so in science in some classes where the teacher closely directs the work and limits pupils developing their own ideas. Pupils act responsibly when taking on tasks both within the classroom and outside, for example, the older pupils look after the younger at lunchtime and the meetings of the 'mini-governors'. The pupils also benefit from collecting for charities during the year, and meeting pupils from other schools at sports matches.

23. Attendance is satisfactory. In both the previous and current school years, attendance has been at a similar level as other schools nationally. Absences are usually due to the inevitable childhood illnesses, although a number of parents insist on taking their children on holiday in term time. Unauthorised absence is very low reflecting the efforts the school makes in obtaining explanations from parents. The great majority of pupils are very keen to come to school and their punctuality is very good. Nevertheless, up to 20 or 30 pupils were seen to arrive late in the morning although usually only by a few minutes. Registration takes place commendably promptly at the start of the day, but those pupils arriving late by several minutes are not so recorded in the registers.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. The quality of teaching and learning is good overall, with very good teaching and learning in the Foundation Stage, Year 2, and in a high number of Year 5 lessons. No unsatisfactory teaching was observed in any of the 90 lessons or parts of lessons seen. Overall, three quarters of teaching was good or better, with one third very good and occasionally excellent.

25. The quality of teaching in the Foundation Stage is very good, and a significant strength of the school. Half of the teaching observed was very good or excellent. During the inspection, 70 per cent was good or even better. Even though two of the teachers were taken ill during the inspection, the standards remained high, due to the excellent management by the co-ordinator, the excellent support from assistants, and very effective planning, which resulted in very smooth change over from teacher to teacher. Overall, the quality of teachers' knowledge of how these children learn is very good and allows children to make decisions for themselves about carefully thought out activities and the resources needed. However, in one class, there is a tendency to over direct children and they are sometimes moved too quickly from activity to activity whilst, in the other two classes, children show more sustained involvement in activities. Nevertheless, the management of pupils and their behaviour are excellent, and teachers make excellent use of their time to teach groups without interruption. For example, in an excellent lesson, children achieved above average standards in mathematical understanding when they worked with their teacher in small groups. Teachers had excellent homemade sorting boards, and a very good range of number cards. These were carefully set out and played with so that children could see what happens when two numbers are added together. In this lesson, the teacher constantly questioned the children and used an excellent range of mathematical vocabulary, such as 'join' 'add', 'makes the same as' and 'equal to', which she then helped the children to use themselves when talking about their own sums. Moreover, she used a small writing board for children to write numerals correctly. While this was going on, the classroom assistant was helping children to explain different textures of fabric. Again, there was excellent emphasis on exploration and the links with vocabulary, while other pupils worked independently with concentration in the home corner, reading books, using the computer and making models in the art area.

26. In the Reception classes, teachers balance their teaching well between whole class, group and individual teaching. As a result, children acquire new knowledge and understanding very well and work at a very good pace. Assessment is used very effectively to guide teachers in their lesson planning. Basic skills are well taught in the Reception classes, especially for reading and mathematics, although phonic teaching is of variable quality. Where it is best, teachers and assistants sort different items into things with the same initial letter, and then children record their work and write the letter in little home made books. Children can say the initial sounds accurately as teachers model these well. Where teaching is satisfactory, teacher's knowledge of the pronunciation of letters, and how they are put together is usually accurate, but occasionally, the demonstration causes confusion in children's learning. For example, when the class was taken by a temporary teacher, children were asked to work out the word 'was' while reading. The teacher sounded out each letter 'w' 'a' 's' and then put them together to make a word, which sounded like 'waz', and this confused some children. In addition, when becoming familiar with new letter shapes, there was an over emphasis on colouring in large letter shapes, rather than putting their effort into accurate and repeated letter formation.

27. Teaching and learning are good in all subjects at Key Stage 1, except in geography, where it is satisfactory. In the lessons seen, three quarters of teaching was good or better and of this, nearly half of all teaching was very good and sometimes excellent. Teaching in Year 1 is good, with very some very good teaching in information and communication technology to use art tools to make wallpaper and in aspects of English work relating to developing pupils' skills of prediction in reading the story of 'Bruno' In year 2, the quality of teaching is very good in both classes and a particular strength of the school. Very good teaching was seen in the lesson about designing a fire engine where pupils showed above average skill in selecting the design criteria for the vehicle, due to very challenging questioning, high expectations and strong links to work in history. In information and communication technology, the very good use of a support assistants, and very good subject knowledge by teachers, ensured that all pupils made quick gains in their learning. In mathematics, there was also some very good teaching as pupils learned about two digit numbers. The teaching showed very good attention to the needs of pupils of all abilities. There was one excellent lesson in English in which pupils made good gains in their understanding about writing linked to factual information about fire fighting. In this lesson, equal attention was given to composing, spelling, handwriting, accuracy of information, and opportunities to write at length. However, this balance and rigour in spelling and handwriting development were not consistently evident in the samples of pupils' work or discussions with pupils. Overall, the progressive development of spelling is not well established or sufficiently linked to homework and this is a weakness. There was excellent teaching in religious education and music. The teaching of literacy and numeracy is good overall. Across the key stage, the management of pupils is excellent, and teachers' planning good, but it is not always well informed by marking of work.

28. At Key Stage 2, teaching and learning are good in all subjects except geography and science, where it is satisfactory. In the lessons seen, two thirds of teaching was good and about one fifth was very good or even excellent. Teaching is not as strong at Key Stage 2 as Key Stage 1, partly due to the mobility of pupils, which means that teachers' expectations are sometimes too high for pupils' ability in the learning of basic skills. Due to the mobility, teachers are still getting to grips with the variation in pupils' needs, especially in one Year 5 class and in both Year 6 classes. Some of the best teaching is in the Year 5 where fewer pupils have joined very recently. Teaching is good in Years 3, 4 and 6. Excellent teaching was seen in religious education in a Year 4 lesson about 'The Good Samaritan', where there was real spirituality and excellent links with life in society today. In Year 3, the teaching of art is excellent. Here, pupils make excellent gains in their knowledge about the work of different artists, for example, Kandinsky and Andy Goldsworthy due to the enthusiasm and excellent knowledge of the teacher. There was very good teaching in Year 6 history lesson, in which pupils debated Henry VIII's right to dissolve the monasteries, and this lesson contained very good questioning by the teacher to develop pupils' speaking skills. In Year 5, there is very good teaching from one teacher in particular, and reflects some very good understanding of how his pupils learn. The lesson on

Tutankhamun's Tomb was a very good example of this as he balanced first hand enquiry using historical artefacts, with high quality questioning and opportunities for pupils to learn and research facts for themselves.

29. At Key Stage 2, teachers' planning is thoroughly detailed but sometimes not flexible enough in lessons when it becomes apparent that some pupils are missing fundamental pieces of knowledge or understanding. In a few instances, lessons are too challenging or move on too quickly for the high numbers of pupils who work at lower than average standards. An example of this was seen in one mathematics lesson in Year 5 about multiples of numbers. In this lesson, pupils were very uncertain in their quick use of tables to work out simple multiples and the lesson moved on too quickly into work on factors, without enough use of practical activities to reinforce learning. However, it was very challenging and appropriate for more able pupils. Overall, in mathematics, the grouping of pupils by ability is better in the second part of the lesson than at the beginning. In English, opportunities to develop good spelling, handwriting and sentence work are hampered by insufficient rigour in this work. However, skills in composition are taught well, and the able writers' group is very successful. The teachers' love of literature is very evident in lessons. Overall, pupils acquire new knowledge effectively and work hard to improve. Their concentration, interest and ability to work independently are very good. Support assistants give very good help. The management and behaviour of pupils are excellent. Teachers have very good subject knowledge overall, and a real strength is their ability to phrase questions which make pupils think, and then try out new vocabulary.

30. There is some good marking in Year 5, and by the deputy headteacher, but overall, marking is not evaluative enough in the school. Homework for spelling and tables, and the class teaching of these basic skills, are not consistently rigorous. Literacy is well taught overall, although there is a tendency to focus too much of the lesson on developing very good skills in composition at the cost of some basic writing development. Sometimes, teachers talk for too long at the beginning of lessons. In science, there is not enough attention to investigative 'hands on' work, or sufficient recorded work in this subject. Moreover, challenges are set more at the average pupil and the layout of work and handwriting in books are not always of such high quality as evident elsewhere in the school.

31. Teaching of talented pupils and those with English as an additional language is good. The school is usually successful in meeting the needs of all pupils. The quality of teaching and learning for pupils with special educational needs is good. Work is carefully focused and allows pupils to make good progress. Teaching assistants play a very important role in supporting pupils with special educational needs and pupils make good progress due to the very good liaison between teachers and assistants. An advisory teacher provides the school with very good, regular support.

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

32. Overall, the school provides a good range of relevant and worthwhile learning opportunities that promotes its aims effectively. It includes all subjects of the National Curriculum, and religious education is taught according to the locally agreed syllabus. Statutory requirements are fully met. This indicates very good development of the curriculum since the opening of the school two and a half years ago. The total weekly teaching time is adequate to meet the needs of the curriculum. The time allocated for individual subjects is generally appropriate, although time allowed for science at Key Stage 2 is low.

33. The curriculum meets the needs of pupils with special educational needs well. Planning is good, although occasionally, in mathematics, work is too challenging in Years 5 and 6. Class teachers have most of the responsibility for pupils' learning and this is well supported by the use of teaching assistants. The individual education plans of pupils have clear objectives and give help to teachers by stating ways in which these can be met. These plans mostly focus on basic skills and help pupils to have better access to the wider curriculum. Some pupils are withdrawn from their lessons, but this is

well organised to prevent them regularly missing other subjects. Withdrawal of pupils from lessons is effective because it enables them to have intensive and good quality support to meet their needs

34. The National Literacy and National Numeracy Strategies have been satisfactorily implemented and teachers are confident in teaching them. The school has responded well to the analysis of test results and teachers' assessments that have indicated weaknesses in the development of pupils' reading and writing skills. A good range of strategies, such as the Additional Literacy Support Programme, has been put in place to support the development of pupils' reading, but it is too soon to be able to assess their effectiveness fully. The development of pupils' writing skills remains an identified and appropriate priority for the school. The National Numeracy Strategy is having a good effect on pupils' attainment at Key Stage 1, and the early stages of Key Stage 2. Literacy and numeracy skills are effectively promoted in the range of opportunities in subjects such as history and geography, science, religious education, and information and communication technology. One of the strengths of the curriculum is the range and quality of cross curricular projects. These strengths are most in evidence in the Bronze Age Project, which involved most subjects in the curriculum and all pupils in the school. The principle aim of the project was the development of pupils' learning and investigative skills. Careful, detailed planning linked effectively with subject programmes of study, helped to create a stimulating and memorable experience for the pupils concerned and a valuable legacy for pupils in the future. The school has recently extended its facilities for teaching information and communication technology, and curricular provision in this area is good. There are policies for all subjects with the exception of physical education and science, which have been identified on the school development plan. The school has made good use of guidance from the Qualifications and Curriculum Authority to provide useful units of work. It is now in the process of adapting these units of work into programmes of study, which more closely match the needs of pupils in the school. The development of the science scheme of work has been identified as a school priority.

35. The aims of the school show a good commitment to equality of opportunity in education. This commitment is seen in the classrooms where teachers' skilful questioning and classroom assistants' good support, ensure that pupils of all abilities are able to make contributions to lessons. There is good overall provision for more able pupils in the school. They are identified from an early stage at Key Stage 1, and receive good additional opportunities. The school provides well for the few pupils in the school who have English as an additional language. However, there is no policy, or formal guidance, for their support of other minority groups such as travellers or asylum seekers.

36. The school provides a very good range of activities for pupils outside lessons. These activities include sports clubs such as football, cricket and table tennis, and a wide range of opportunities from cookery, choir, and Pokemon, to art, the school newspaper, and recorders. Members of staff, parents, and members of the community run these clubs. There are appropriate opportunities for pupils of all ages to take part and activities during the week of the inspection were enthusiastically supported. The curriculum is greatly enhanced by a wide range of educational visits and visitors. A visiting specialist provides music tuition. Pupils take part in local sports tournaments and annual Schools' Music Festivals. They visit local churches and local places of interest, and the school organises events such as Book Weeks with visiting authors and artists. There is a very good range of special events, such as the African Dance Week where pupils and staff performed dances from Senegal; the residency of a Japanese teacher who gave pupils an insight into Japanese culture, and visits from the Canadian Jazz Band and the Moscow Youth Choir. Experiences such as these significantly enrich pupils' experience and broaden their cultural awareness.

37. The school makes good provision for pupils' personal, social and health education. Useful units of work ensure that good emphasis is given to the teaching of health issues, drug awareness, and the benefits and disadvantages of medicine. Issues and topics such as sex education are treated sensitively, and are taught appropriately according to the age of the pupils. Outside speakers, such as the representative from the Fire Service, make useful contributions to pupils' understanding of personal

safety. However, there is currently no policy for the provision of pupils' personal, social and health education, and there is no coherent overview to help ensure that the best balance and links with topics are in place.

38. The school makes excellent use of its links with the local and wider community to support the curriculum and enhance pupils' experiences. Older pupils at Key Stage 2 have benefited from citizenship days in which members of local services, including the local council, have discussed their roles leading to discussion and debate by pupils. Links with national commercial organisations institutions and many smaller local organisations have enriched school resources and their employees volunteer to help in school activities. Pupils take part in presentations to the local Rotary Club, and plant trees on the local housing estate. There are very good relationships with partner institutions which help pupils significantly when they transfer. There are strong links with a very high number of pre-school groups and with the two secondary schools to which the pupils transfer. Pupils from Angmering School have organised the school's annual Sports Day, and drama groups from Littlehampton School have visited the school to support pupils' personal, social and health education. A high number of pupils and students from the locality visit on work experience.

39. Overall, provision for pupils' spiritual, moral, social and cultural development is very good. From the headteacher downwards, there is very clear vision and expectations for very high standards for pupils' spiritual, moral, social and cultural development. Pupils' excellent behaviour and very good attitudes towards their work are founded on the school's very good provision. This is a very positive start for this new school, which is only mid-way into its third year of existence.

40. Provision for pupils' spiritual development is good. There is a strong ethos of valuing every individual within the school and that everyone is special. Acts of collective worship positively promote the idea that 'everyone can make a difference'. Worship is mainly Christian, but other religions and cultural events are respected and included. Pupils sing hymns, take part in prayers, and have time for reflection. Statutory requirements are met. Within a religious education lesson about 'The prodigal son', the teacher gave pupils time to reflect on how others may feel, when they were asked to imagine how each of the brothers might have felt, when the 'prodigal' brother returned home. Pupils are encouraged to express their feelings about art and poetry. During a Year 3 art lesson on a painting by Kandinsky, there were gasps of delight when pupils made their own interpretations of the abstract designs, as they realised the intricacies within the painting. The very good displays around the school, such as the spiral pen and ink drawings and gold thread designs based on a painting by Klimt, and the 'Titanic' English work, show how much pupils' work is valued. Poetry and literature, such as 'The Lady of Shalott' and 'Hercules and the Golden Apple' inspired pupils and promoted a feeling of spirituality for the pupils. Very young children in the Reception classes showed a sense of wonder as they ran their fingers through the sand and when the 'dinosaur' began to sing and dance. However, there are missed opportunities within some science lessons to promote spirituality.

41. The school makes very good provision for pupils' moral development. All adults in the school are very good role models for pupils, and set very high standards, which enable pupils to develop good relationships, and to treat everyone and everything with respect. There are clear expectations of high standards of behaviour, to which pupils respond very well, and excellent behaviour was observed throughout the school during the inspection. A real strength of the school is the way it actively promotes a very positive approach to the management of behaviour and rewards. At the beginning of the year, pupils are encouraged to discuss and decide on their own class rules, which are displayed well in the classrooms and to which pupils adhere very well. The weekly 'Star pupil' and termly 'headteacher's awards' help pupils to be aware of what is acceptable and promote an awareness of right from wrong.

42. There is very good provision for pupils' social development, and parents agree that the school is helping their children to become mature and responsible. The school has a warm, caring, 'family'

feeling where pupils are encouraged to develop very good social skills. Pupils with special educational needs, and those who have English as an additional language, are integrated very well in this very happy school and take part in all activities offered by the school. In the Reception classes, the wide range of very good play opportunities are enabling these very young children to develop excellent social skills and prepare them well for the future. The school provides pupils with many opportunities to work cooperatively together and to learn to share resources and equipment. At an after school club, a parent, who is a professional journalist, enables pupils to work as a 'production team' to produce the 'Summerlea News'. Their information communication technology skills are extended, when they produce this newspaper in a professional layout. They learn to work collaboratively managing their team, with 'sales' and 'graphics managers'. Competitive sporting activities, such as cricket and football tournaments, enable pupils to work cooperatively together. Pupils are encouraged to care for the environment when they undertake activities such as helping to create the school pond area and plant trees in the local housing development. The school has recently started a 'mini-governor' scheme to enable pupils to represent their classes and to have greater responsibility for decision-making within the school. They are given very good opportunities to be aware of the wider community, through the junior 'citizenship' scheme. Older pupils have visited the local council chamber, and the Year 6 debate, when pupils became 'councillors', shows how well they are beginning to understand how council decisions are made. After the school's harvest festival, the food was given to a night shelter, and to a breakfast club. Staff took groups of pupils to the night shelter to deliver the food, and to help pupils to gain an understanding of the needs of those less fortunate than themselves. During a religious education lesson about 'The good Samaritan', the teacher enabled pupils to realise the needs of others and to have some insight into their feelings, when they were asked to close their eyes and try to imagine how homeless people may feel, when others walk by them. Pupils take part in charity events, such as 'Red Nose Day', and have collected shoes for an Eastern European charity.

43. Cultural provision for pupils is good overall, with some very good aspects. Pupils' understanding of the many cultures in the world is enriched through the outstanding links with multi-cultural music, dance and drama. Pupils performed with an African dance and music troupe at the opening ceremony of the school, and have listened to the Moscow youth choir and a Canadian traditional jazz band. Musicians from the successful rock band, 'Delerious?' have performed at the school and discussed with pupils what it is like to be 'rock stars'. The school's excellent Bronze Age project enabled pupils to experience an archaeological dig, and to understand how ancient civilisations have influenced society. During the project, pupils experienced a week of simulated Bronze Age life, weaving, making pottery, baking, and building a Bronze Age round house. Western culture is promoted well through literacy, art, history and music. Pupils have performed in a traditional mummies' play and visited the theatre to enjoy a pantomime. They study the style of famous artists, such as Picasso, Van Gogh and Kandinsky. Pupils experienced being a 'Victorian' child at a 'Victorian school' and being a 'Roman' for a day. In music, pupils sing songs from other countries and in other languages and there is a good range of ethnic instruments. French, Japanese and Maltese visitors have helped pupils to gain in their understanding of the culture of these countries. Although the school provides very well to extend pupils' awareness of the many artistic elements of other cultures, it achieves satisfactory standards in helping pupils to understand that Britain in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Staff show considerable concern for the needs of the pupils, and all adults provide good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems.

45. Overall, the school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection, and the school follows local procedures. The staff handbook provides guidance on how to deal with any situations that may arise and to whom they should report in the school if necessary. Nevertheless, not all the

staff have received training. The provision for first aid is good with several trained staff, records kept of any treatment and letters home to parents as appropriate. The local authority checks the fire extinguishers, electrical items and physical education equipment each year. The governors are actively involved in touring the school to identify any potential hazards. The school carries out risk assessments if a potential hazard is identified such as when a new part of the school is handed over by the builder. Nevertheless, the school has not carried out a health and safety risk assessment covering all the school and its activities. The teachers ensure that pupils are made aware of health and safety issues including drugs during lessons such as science, physical education and personal, social and health education. The headteacher and governors regularly remind parents to exercise care when bringing and collecting their children. Furthermore, they have sought help and guidance from the Highways Authority by informing them about potential dangers. Although recognising some of the difficulties caused by the nearby building sites, the present arrangements for parents delivering and collecting their children are unsatisfactory. The way in which cars are manoeuvred, and parked, presents a safety hazard. This is made worse by mud on the roadway and parents bringing their cars into the car park, creating a potentially dangerous mixture of moving vehicles, and possibly excited children, in a confined space.

46. The school has good procedures to identify those pupils that have special educational needs. Teachers are familiar with these, which enables them to decide how to provide the most effective teaching. Pupils' individual education plans are carefully used to track their progress, but insufficient use is made of data collected to determine how effective is the organisation of provision for special educational needs.

47. The procedures for monitoring pupils' academic progress and personal development make a good contribution to raising pupils' achievement. Satisfactory use is made of the assessment information to guide the planning of the curriculum. Assessment procedures in the Foundation Stage are very good. Teachers and classroom assistants have worked hard to develop effective systems to monitor and plan for both academic, and personal progress. Very good development records have been devised that follow pupils through the school, and build up a pattern of academic and personal achievement.

48. Assessment in both key stages is good. Effective use is made of data to inform future curricular planning within the school for English and mathematics. In fact, the teacher with responsibility for this area is proving a very good support to the whole senior management team in order that they can make informed decisions about the priorities for school improvements. For example, as a result of the analysis of national data, appropriate action has been taken to raise the attainment of reading by introducing the 'Reading Recovery' scheme, and in mathematics, teachers are giving additional attention to solving written problems that are made up of several pieces of information. Furthermore, concerns around the underachievement of boys are being addressed through providing a wider range of additional teaching support within classrooms, including the provision of more non-fiction books, and individual targets for improvement. Underachievement is taken seriously, and through assessment, pupils have been given individual targets. Staff are considering organising the pupils into ability groups for specific mathematics teaching on a regular basis. The school has worked hard to develop assessment systems and, as a result, there are good procedures in English and mathematics. Assessment in these subjects includes personal tracking records in mathematics, which are contributing to the raising of standards. Good use is made of a home/school link book to ensure that pupils make appropriate progress. The West Sussex continuum sheets are used to good effect in monitoring pupils' development in English, including speaking and listening skills. Assessment to monitor pupils' academic progress, including the use of data analysis, is good in other subjects, with the exception of science and art where there is a lack of consistency in approach. National test results and teachers' assessments in science, are not analysed as rigorously as is the case for English and mathematics, so that teachers do not have a clear understanding of where teaching and learning are good and where they require improvement. Teachers examine samples of pupils' work,

which are annotated to demonstrate the levels attained. They are then placed in special portfolios to provide a useful evidence base to which teachers can refer.

49. The use of assessment to guide curricular planning across the school and within classrooms is not applied consistently. However, this is recognised by the school, and the school improvement plan identifies the formulation of an assessment policy by the end of the academic year. Meanwhile, assessment sheets are being trialled at the top of Key Stage 2. Subject and assessment co-ordinators are working on plans that are still evolving. Where assessment is good, it is regular, specific about different pupils' strengths and weaknesses, is easy to access and inform the next stage of teachers' planning and provides an accessible overview for whole school monitoring. Day-to-day assessment was used especially effectively in a Year 1 class, where the numeracy objective had not been met, and the teaching plans were adapted. Pupils have individual targets, and these are shared at consultation meetings with parents. In English, good use is made of teaching time by identifying group targets. Good practice is seen in Year 2, where, as a result of detailed assessment, each teaching group has eight targets set for the term. New targets are recorded in home/school books on a weekly basis, setting a rigorous pace for progress. Marking of pupils' work is not sufficiently effective to help pupils.

50. The monitoring of progress of pupils' personal development is good, but it is less structured and relies mainly on the teachers' knowledge of the individual pupils. Good records are kept in the Reception classes of the development of the pupils. Their personal qualities are enhanced by the various tasks they have around the school, both with responsibilities in the classroom and, for the older pupils, around the school. The school encourages pupils to appreciate the value of good work and positive attitudes during Friday assemblies with the recognition of the star pupils. This is arranged so that, over a period of time, all pupils receive an award. 'Circle time' helps pupils to learn to listen to others, and to be tolerant of other points of view. The programme for personal, social and health education contributes to pupils' awareness of citizenship issues, although the recently appointed co-ordinator has yet to ensure that it is fully effective. The school methodically assesses pupils with special educational needs to gain a good picture of their difficulties. They are placed on appropriate levels on the special educational needs register and the necessary support is clearly explained in the individual education plans. Pupils with full statements are making sound progress.

51. There are very good procedures for promoting discipline and good behaviour. Pupils and teachers jointly decide on the class rules at the beginning of the year and refer to them if necessary at other times. The behaviour policy has a good balance of rewards and sanctions and guides teachers on the contribution that their teaching methods can make. The policy is summarised in the prospectus. The inspectors saw that the teachers, and other staff, adopt a consistent approach. The effectiveness of the school's approach can be seen from the way the many newly arrived pupils, in all year groups, very quickly learn to behave well. No evidence was found of bullying or racism, but the school has appropriate procedures if any were to occur. The pupils who may show any sustained difficulty with behaviour are monitored well through the school's special educational needs system.

52. Overall, the procedures for monitoring and promoting attendance and punctuality are satisfactory. Nevertheless, the school's approach has some good features. The keenness of the pupils to come to school, and the good relationships with parents result in the great majority of pupils wanting to be at school and arriving on time. The school reminds parents of the need for regular attendance and punctuality. Parents understand that holidays in term time are not a right, and the headteacher will not approve absences of more than ten days. However, the school approves, for example, absences for long weekends and the odd day out, when the national guidance is that holiday absences should be agreed only for the annual family holiday. Any unexplained absence results in the secretary telephoning home during the morning of the first day. The school has a good knowledge of those families with particular problems and the education welfare officer is appropriately involved when necessary. The school is not yet setting targets for the improvement of attendance. It is also not fully using the facilities of the computerised system to monitor attendance statistics during the year. Pupils

who arrive more than ten minutes after the start of the day are well monitored in the registers, although details are not kept of pupils who are less than ten minutes late.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. In their responses to the questionnaire, and at the meeting with the inspectors, parents showed that they are very pleased with all that the school does. The inspection team supports their positive comments. Parents say that the school is well led and the teaching is good. Their children like coming to school, and make progress from the level of support they receive. The school expects them to work hard, and helps them to become mature and responsible. The school works closely with parents, and they feel comfortable approaching the school with any questions. Some doubts were expressed about the amount of homework, but the inspectors concluded that the homework amount set is generally appropriate, although there is some inconsistency between classes.

54. The school has established very good links with parents, and these contacts are effective. The headteacher sends newsletters home several times a term providing general administrative information as well as, for example, encouraging good attendance, and outlining the homework policy. Other letters refer to more specific matters. Every term, class teachers hold 'topic chats' and provide written details of what they will be teaching their pupils. Every morning and afternoon provides a very good opportunity for parents to see the teachers, either in the playground, or at the classroom door. The inspectors saw many conversations taking place and it is very apparent that parents feel very welcome to come into the school. Almost all parents come to the formal meetings with teachers in the autumn and spring terms to discuss their children's progress. The annual report on progress is sent home in the summer term. This report provides an excellent summary for all subjects on what the pupils know and can do, together with targets to help the pupils to improve. There is, though, some variation between classes in the amount of information provided. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans.

55. There are clear and appropriate procedures to help parents of pupils with special educational needs. They are involved with the school in all those aspects that affect their children, for example, the termly review of progress. Parents expressed overall satisfaction, when invited to comment before the inspection, with the way in which the school provides for special educational needs. The school recognises that it did not give sufficient information in the school prospectus and governors' Annual Report to parents, concerning special educational needs, but have drawn up a plan to ensure that this will be rectified in the future.

56. Parents' involvement with the school makes a very good contribution to its work and to the attainment of the pupils. Pupils are happy in school, work hard, and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. The meetings for new parents, and other parents each term, ensure that they know what will be happening in class so they can provide additional help at home. In particular, the homework diary contains guidance for parents on helping with reading and mathematics. The diary seeks comments from parents, and some good examples were seen of two-way communication. At the consultation evenings, parents contribute to setting the targets for their children's improvement. Parents regularly help in the classroom in a variety of ways and on trips out. In addition, they and the premises officer have worked very hard to make an attractive and well-landscaped site. The Friends' Association is very supportive in arranging both fundraising and social events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Overall, the quality of leadership and management in the school is very good, and underpinned by excellent management and leadership from the headteacher with his senior staff. There is excellent delegation of responsibilities to staff with management responsibility. The headteacher has real vision, enthusiasm and energy for the speedy development of this new school. He is driven by a philosophy

that children deserve the best, and that there must be strong links between all subjects, and opportunities for pupils to learn in different ways according to their individual needs. So far, the school is well on the way to achieving this philosophy. However, this is not a single-handed job and there has been very careful appointment of staff who share the same drive, energy, commitment and all round professionalism. As a result, progress in developing this new school has been excellent. Team working has had a very quick impact on planned change, as a result of the very good support from the deputy headteacher, the senior management team and all staff, including all assistants, administrative staff and the premises manager. Subject co-ordinators show good leadership overall, with some very good leadership in English, religious education, history, geography, information and communication technology, special educational needs and for talented and gifted pupils. Leadership in the Foundation Stage, and for music, is excellent. The leadership and monitoring of pupils with English as an additional language are good by the co-ordinator, but there is no formalised whole school overview. The induction of new staff is excellent.

58. Overall, the governing body is very effective in fulfilling its responsibilities and members have worked extremely hard to develop their role since the school opened, including the successful development of a very clear monitoring programme and in fostering business links with the community. Most governors are very regular visitors to the school, and know about its daily working. One of their particular strengths is their role in shaping the direction of the school as they have a good understanding of its strengths and weaknesses. However, the governing body is not completely fulfilling its statutory responsibilities, as there are weaknesses in completing a health and safety risk assessment. Furthermore, they are not providing the full information in the Annual Report and prospectus, and some teachers are not clear about child protection procedures. Nevertheless, they fulfil their statutory responsibilities well for such a new school

59. There is a long list of ongoing school development projects which have been carefully prioritised, and give due attention to developing high standards in the school. As a result of very good monitoring and evaluation of pupils' performance in tests, the school has been successful in raising achievement in reading and mathematics as a whole, and in achieving higher than average standards in many subjects, as detailed in the attainment section of this report. The school is already working on developing pupils' writing and has recently appointed a co-ordinator to lead the development of science.

60. The arrangements for staff development, appraisal and performance management are very good and are closely linked to helping all staff to evaluate and develop their own performance and that of their pupils. This included an excellent training conference on teaching and learning, which was supported by many professional teaching experts, and shows how closely the Local Education Authority have been in supporting the development and monitoring of this school. The headteacher and senior staff are monitoring teaching effectively for English and mathematics, but for science, this is only just developing. Overall, sampling of pupils' work, and evaluation of continuity between different year groups are less well monitored by all senior staff and co-ordinators, and not all teachers have had the chance to monitor the direct teaching of their subjects. Nevertheless, monitoring, evaluation and the development of teaching are good overall. There is very good recognition of the school's strengths and weaknesses, as the key issues for development from this inspection are also clearly recognised by the senior staff, and almost wholly evident in school's improvement plan. The action taken to meet the school's targets is very good.

61. The budget is set to support the school's development plan to good effect, with additional finances clearly allocated to improving continuity across the whole school. The budget is being well used to develop higher standards in writing, reading and science, whilst also addressing ongoing school development. The decision to employ more assistants was very good and is resulting in improvement in pupils' reading, their ability to use information and communication technology and in their understanding of library skills. The decision to employ two assistants in the Reception class is resulting in very good

support and teaching for these younger pupils. Overall, the number of staff and their qualifications are very good. The office staff are very efficient and give very good support to the workings of the school. The budget is controlled and monitored very effectively by a very knowledgeable bursar and governor. The recent audit report recommendations are being implemented well, and the school has a very good understanding of getting good value for money.

62. The accommodation is good and kept extremely clean by the premises manager and his staff. He contributes very positively to the wider life of the school. The recent developments to the site are good, and enhance pupils' learning environment well, but for a new school, there are some surprising missing features, which would help to make the teaching of the curriculum more effective. For example, the hall is small for the increasing number of pupils, and there is no covered outside play area for children in the Foundation Stage. Although the number of staff lavatories comply with basic health and safety requirements, and for the overall number of staff, the provision of one male and one female lavatory is completely inadequate for the design of the school and the high number of female staff and very high number of visitors to the school. The school is making very good use of new technology, with only one real weakness, in its use to monitor school attendance. Resources and the school's use of new technology are very good.

63. The school has an efficient and knowledgeable co-ordinator for special educational needs. Good liaison between the co-ordinator, teaching assistant and teachers has the positive effect of ensuring that pupils receive well-planned support and, therefore, make good progress. Weekly visits by an advisory teacher provide very good support for pupils. Teaching assistants, who feel particularly valued by the school, work very well with teachers. Governors are actively involved and are aware that there are some omissions of statutory information in the prospectus and their Annual Report to parents. Currently, the co-ordinator has very limited time during the week to fulfil her role.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. The headteacher, governors and staff should build on the very good progress already made in establishing this new school by:

1. Improving pupils' attainment in English, mathematics and science by:

- developing a more rigorous and systematic approach to the teaching of spelling and grammar;
- placing greater emphasis on the quick recall and practical use of tables in mathematics, by matching work more effectively to pupils' previous attainment and increasing opportunities for ability group teaching;
- increasing opportunities for challenging independent learning and assessment in science;
- making homework in these subjects more effective;
- improving the overall quality of marking, so that all teachers clearly identify what pupils do well and what they need to do to improve;
- improving handwriting and the layout of pupils' work in their books;
- further developing the monitoring of teaching and pupils' work by subject co-ordinators to ensure greater continuity across the whole school.

Paragraphs: 4, 5, 8-11, 26-29, 76-90, 91-96, 97-100.

2. Complying fully with all statutory requirements by:

- formalising health and safety risk assessment;
- ensuring that all teachers are clear about child protection procedures;
- checking that the governors' Annual Report to parents and the school prospectus contain all the required information.

Paragraphs 45 and 58.

3. Continuing to address the safety issue caused by the traffic to pupils at the beginning and end of the school day by:

- informing all parties involved about the hazards;
- requesting that urgent action should be taken to improve the situation.

Paragraph 45.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

1. Take further measures to improve attendance and punctuality. Paragraph 23.
2. Develop continuity in the monitoring programme for foundation subjects. Paragraphs 103, 108, 112, 120, 129, 134.
3. Widen the range of reading and challenges in geography and science work for more able pupils at the end of Key Stage 2. Paragraphs 82, 111, 98.
4. Provide a covered outside area for the children in the Foundation Stage. Paragraphs 6, 66, 74.
5. Develop policies where they do not exist for physical education, English as an additional language, personal, social and health education. Paragraphs 35, 37, 129
6. Develop assessment procedures in art. Paragraph 103
7. Consider increasing the amount of release time for the deputy headteacher. Paragraph 63
8. Give parents an opportunity to see their children take part in a class assembly. Parents' questionnaire page 34.

9. Provide more staff lavatories. Paragraph 62

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	19	43	27	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	374
Number of full-time pupils known to be eligible for free school meals	32
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	128
English as an additional language	No of pupils
Number of pupils with English as an additional language	4
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	25	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	16	19
	Girls	19	24	23
	Total	31	40	42
Percentage of pupils at NC level 2 or above	School	71 (83)	89 (100)	93(100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	18	17
	Girls	20	21	22
	Total	34	39	39
Percentage of pupils at NC level 2 or above	School	76 (83)	87 (91)	87 (83)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year and in 1999 there were only 12 pupils in the year group..

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	10	7	10
	Total	16	14	17
Percentage of pupils at NC level 4 or above	School	64 (71)	56 (57)	68 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	10	10	10
	Total	16	17	18
Percentage of pupils at NC level 4 or above	School	70 (57)	77 (57)	78 (57)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year and in 1999 there were only 7 pupils in the year group.

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.5
Number of pupils per qualified teacher	24
Average class size	26

Education support staff: YR– Y6

Total number of education support staff	19
Total aggregate hours worked per week	356

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
	£
Total income	433,186
Total expenditure	425,884
Expenditure per pupil	1,607
Balance brought forward from previous year	22,705
Balance carried forward to next year	7,302

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	367
Number of questionnaires returned	153

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	24	1	0	0
My child is making good progress in school.	66	28	2	1	3
Behaviour in the school is good.	60	37	0	0	3
My child gets the right amount of work to do at home.	44	44	8	3	1
The teaching is good.	63	33	1	1	3
I am kept well informed about how my child is getting on.	51	41	4	2	2
I would feel comfortable about approaching the school with questions or a problem.	73	23	3	1	0
The school expects my child to work hard and achieve his or her best.	76	20	2	0	3
The school works closely with parents.	59	32	4	2	1
The school is well led and managed.	66	29	1	1	3
The school is helping my child become mature and responsible.	64	31	1	0	3
The school provides an interesting range of activities outside lessons.	54	38	3	1	5

Other issues raised by parents

<ul style="list-style-type: none"> • Pupils' behaviour is of a very high standard. • Teaching is good. • The school is very caring and welcoming. • Pupils have very positive attitudes. • The staff work very hard, they are highly motivated and the school is well organised. 	<ul style="list-style-type: none"> • The marking of and range of homework are not consistent and sometimes there is too much to do during week day evenings. Guidance on reading is also inconsistent. • The size of the school hall is too small. • Parents cannot attend class assemblies.
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PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. There are three Reception classes, all containing full time and part-time children. They enter school in September and January, and there are 90 children aged five or under, 18 of whom attend on a part-time basis. Attainment on entry is broadly average. Most children are on course to exceed expected standards in most areas of learning before the end of the Reception Year, with the exception of communication, language and literacy, where most children's attainment will be around the average. This section of the report relates to children in the three Reception Classes who are in the Foundation Stage year.

66. The three class teachers and six teaching assistants are experienced and well qualified. They all have a very good knowledge and understanding of the needs of young children. They have worked very hard, in a short period, to establish very good provision for these young children. The children have a safe and secure environment, both indoors and outdoors, and this includes a fully enclosed area to themselves, for outdoor play and activities, although there is no covered area. Learning resources, both indoors and outdoors, are very good and are well used by children and staff to provide many activities to further children's learning opportunities. The staff work very well together, planning, assessing and recording as a team, and ensure that all children receive a well-planned, safe, happy and appropriate start to their school life. During the inspection, two of the Reception teachers were taken ill and had to leave school. The fact that all three classes continued to operate extremely well is testimony to the excellent management, organisation and planning in the Foundation Stage. Teaching is judged to be very good overall, and nearly all lessons observed in the Reception classes were judged to be either good or better. Day-to-day liaison with parents is also very good and there are excellent induction procedures before children attend school.

Personal, social and emotional development

67. Most children make very good progress in this area of development and are on course to reach standards which are higher than those found in most schools by the time they leave the Reception Classes. Although children have only been in school for a short time, they show a thorough, developing confidence in trying new activities. They are beginning to initiate ideas especially in their role play activities in their 'Toy Party' role play, leading to emergent writing for party invitations. All children concentrate on their lessons and activities very well and sit quietly and listen to their teachers when required. This is especially noticeable when they are listening to a story, or discussing and introducing their favourite toys. They are also well prepared to take their turn before displaying their own toy, and listen very attentively to their classmates without interruption.

68. All children, including those with special educational needs, are beginning to form good, trusting relationships with adults and their peers leading to good progress in their personal and social development. They are already able to work as part of a group or a whole class, taking turns, and sharing fairly. They are beginning to understand the need for a code of good behaviour to enable them to work harmoniously. Children understand the classroom rules and behave very well accordingly. When required to leave the classrooms and move around the school to physical development sessions and assemblies, they act sensibly and quietly showing good awareness of pupils working in other classrooms. At this early stage, not all are prepared to speak out confidently in any large or small discussion group and frequent prompting is required by teaching staff. Nearly all children are able to put on their coats and find their snacks for playtime and going home. They are able to identify their names when participating in 'free' activities in order to ring their name on a board. Most can manage their own personal hygiene like washing their hands after visiting the toilet. Teaching, overall, in this area of learning is very good with most teaching observed being good or better. The new national guidelines for the teaching of the very youngest children have been introduced very well both in

planning, and in everyday classroom practice. All staff expect high standards of behaviour and this results in a quiet working atmosphere in all activity areas. All available space, both in and out of the classrooms, is used to organise a broad and stimulating range of activities in order to develop the learning of children of all abilities.

Communication, language and literacy

69. Children make good progress in this area of learning and the present standards attained indicate that most children are on course to reach standards which are similar to those found in most schools by the time they leave the Reception classes. Children listen very well, but speaking skills are often lower than average. For example, in their work on describing their favourite dolls and toys, children are encouraged to develop their use of descriptive vocabulary with the use of words like, 'fierce' and 'cuddly'. However, very few children are able to describe their toys without much prompting by the teacher and even then, they are inclined to give one-word answers and need further encouragement to use a longer sentence. Spoken language is sometimes immature in classroom conversations, including role-play activities. All staff encourage children to speak by asking questions, responding positively and giving encouragement to their answers. Staff use every opportunity to participate in the role-play without over direction which ensures that children hear more sophisticated spoken language without hampering their imaginative play.

70. In their writing, attainment is average. They make good attempts at copy writing their own names and most recognise phonic sounds for the initial letters and some end letters. In role-play sessions, children use writing imaginatively for a range of purposes. For example, writing a simple food list with some words, for example, 'cake', written correctly from memory. Children can write the letter that goes with most initial letter sounds. Nearly all children can recognise and write their names and a few write simple sentences with appropriate accuracy.

71. Their attainment in reading is average. All children listen attentively to stories. They all enjoy talking about stories but only a few are able to explain their favourite extracts or predict the end of the story using more complex sentences. Most children in the Reception classes are able to identify some letter sounds and use them to try out new words. Most children are beginning to develop an understanding that print conveys meaning and recognise different clues in the book illustrations. Many children are working at the early stages of reading as appropriate for their age and a few are able to read simple story lines with accuracy. The quality of teaching and learning is good. Literacy work is well structured and a modified form of the literacy hour is being used. Stories from 'Big Books' like 'The Toys' Party' are used well during the literacy time.

Mathematical development

72. In their mathematical development, at this stage, nearly all children are on course to reach standards which are higher than those found in most schools by the end of the Reception class. Most count with confidence to ten and begin their understanding of simple addition by threading coloured cotton reels on a string introducing, for example, the idea of four and five reels adding up to nine. Many children are able to recognise larger numbers from registration periods, for example, most can place their finger on the number 30 and count back three to 27 to work out how many children are there that day. In this respect, they are beginning to develop an understanding of the terms 'greater' and 'smaller', and 'one more' and 'one less'. Children actively participate in, and enjoy, number songs and rhymes like, 'Five Brown Teddies' and 'Five Little Ducks'. Nearly all can count everyday objects up to ten, and a few are able to order numbers up to twenty. In their work on sorting, most children can recognise and record simple shapes like squares, rectangles, triangles and circles. Some children are able to identify and name these shapes and can identify the 'shorter' and 'longer' of two objects. The quality of teaching is very good in this area of learning, and children make very good progress due to the organisation and management of mathematical sessions to give all children the opportunity to practise 'hands on' what they have learnt in whole class lessons. Learning resources are organised

very well to give children plenty of practical experience of mathematics in counting and ordering. For example, place setting, making cakes and counting cups and cutlery for the 'party' in the play corner.

Knowledge and understanding of the world

73. Most children have some general knowledge and experience of the world about them on entry to the Reception classes. At present, nearly all children are on course to reach standards which are higher than those found in most schools before they leave the Reception class. All children are developing their scientific investigative skills well. For example, when using observation techniques to compare bark patterns in their work on the school grounds environment, they can talk about simple changes in the seasons. They show good developing use of the control 'mouse' in their work on the computer moving pieces of a jigsaw into the appropriate place. Children of all abilities enjoy, and are able to build and construct, using a wide range of commercial construction kits. They are beginning to develop the ability to select which kits are appropriate for their particular building task. They are also able to use their developing cutting and joining skills to make small models to illustrate their favourite toys. The sand and water trays are used and enjoyed by all children to look closely at differences and change, and to identify the different features of objects when used with sand and water. The quality of teaching is good and children of all abilities make good progress in this area of learning. Planning is already linked very well to the national guidelines, 'Stepping Stones', and children are provided with a range of opportunities to explore their class and school environment. A very wide selection of objects, materials and equipment is provided for children to use and handle in their everyday activities, including computers, to further their knowledge and understanding of the world about them.

Physical development

74. By the time they leave the Reception Classes, most children are on course to reach standards which are higher than those found in most schools in their physical development. In the outside activity area, children ride tricycles and other two-wheeled or four-wheeled large toys sensibly, and show good control and co-ordination when using the painted road and other accessories. Also children demonstrate a developing ability to catch a bean bag from the teaching assistant and throw it back accurately with the correct feet and body positioning. They listen very carefully to instructions and are able to move safely in a confined space with a developing sense of confidence. They are learning to handle tools, objects and construction materials safely in nearly all aspects of their school day. The manual dexterity of most pupils in using pencils, crayons, paintbrushes and other colouring implements is well developed. The control and co-ordination of all pupils in using the computer mouse control are also well developed, for example, when listening to the 'I Banana' story, they click on to the next page as necessary. The quality of teaching and learning is very good and full use is made of the available resources and materials. Children are managed well and all staff show a good awareness of health and safety factors. All staff teach, support and work with children in their use of apparatus, tools and equipment to help them gain confidence in using the space and equipment imaginatively. A minor weakness is that the outside area has no covered section and as a result, children's learning is sometimes interrupted when the weather conditions are unsuitable for outside activities.

Creative development

75. All children make very good progress in developing their creative skills and most are on course to reach standards which are higher than those found in most schools by the time they leave the Reception classes due to very good resources and opportunities for independent work, for example, in their use of play dough to make shapes and mould the material. They are able to experiment with texture and pattern making and are confidently able to mix two colours using dry powder and explain what happens. Children are also able to experiment with moulds and make and experiment with circle and diamond shapes. They all enjoy learning, and singing new songs, can state their favourite ones and participate in role-play associated with the songs. Children show a sound ability to explore colour,

shape and form in three dimensions in their work on independently constructing their own toys using card, glue and scissors. Nearly all show the ability to use their imaginations to initiate and use role play in their play corner of the classroom. There are good examples of the children using paintings to express their own ideas in the colourful displays of work in all the classrooms. The quality of teaching and learning is very good and the many activities for this area of learning are well resourced and organised to ensure that children of all abilities have the opportunity to participate in creative work.

ENGLISH

76. Overall, standards in English are below average in Year 2. In the 2000 national end of key stage tests standards were below average in reading and average in writing compared with all schools. They were well below average in reading and average in writing compared with similar schools. The difference between the findings of the inspection and the 2000 results in writing is due to the differences between groups of pupils and to the high level of mobility in the school population. The school also has an above average proportion of pupils with special educational needs. Over the two years of the school's existence, test results at the age of seven indicate average standards in writing and below average standards in reading.

77. Standards in English are below average in Year 6. Compared with all schools, standards in English in the end of Key Stage 2 national tests were average. Compared with similar schools they were below average. The difference in standards between the tests and the findings of the inspection is due to differences between groups of pupils and to the high level of mobility in the school population. This is particularly relevant to the current Year 6, where 37 percent of the pupils have entered the school since the beginning of January 2000. The school also has an above average proportion of pupils with special educational needs. The school achieved its target for the percentage of pupils expected to reach Level 4 and above in the national tests. This percentage represented a realistic level of challenge for the group of pupils who had a high proportion of very new pupils to the school in Year 6. The targets for the current Year 6 although higher, remain below average. These are also realistic when the above average proportions of pupils with special educational needs are taken into account.

78. The test results show that there is some underachievement of boys at both key stages. The school has worked hard to reduce this underachievement and during the inspection no significant differences were observed between the attainment of boys and girls.

79. Pupils in the current Year 2 entered the school with below average standards in literacy and 39 percent of pupils are on the register of special educational needs. In the current Year 6, 37 percent of pupils are on the register of special educational needs and 37 percent of the pupils have entered the school in the last year and 15 percent in the last four months. When this unusual pattern of entry and the proportion of pupils with special educational needs are taken into account all pupils, including those with special educational needs and those few pupils who have English as an additional language, achieve well in English. Pupils in Key Stage 1 achieve soundly in speaking and very well in listening. They achieve well in reading and satisfactorily in writing. In Key Stage 2 pupils achieve well in English as they enter the school with varying levels of ability. Pupils achieve less well in writing than in reading and less well in the formal aspects of speaking than in listening. Pupils with special educational needs and pupils who have English as an additional language benefit from good support in class and from the Additional Literacy Programme and the Early Literacy Programme.

80. In both key stages, standards of listening are good but standards in speaking are below average. Many pupils enter the school with low levels of confidence and spoken language. Pupils in Key Stage 1 enjoy listening to and talking about stories, poems and rhymes. They listen and respond well to their teachers' questions but their answers are often very brief and they sometimes need support to answer in complete sentences. Some pupils do not speak clearly and teachers and classroom assistants are sensitive in giving encouragement to these pupils to help them develop their skills and confidence. Pupils in Key Stage 2 are interested and enthusiastic in taking part in range of opportunities for discussions and are often confident in contributing their ideas. However, the range of

vocabulary and expression, even of more able pupils, is based mainly around a familiar, everyday range of vocabulary and structures. This was seen in a Year 6 lesson, where pupils were taking part in a debate guided by a local officer of the council, as part of the school's work in Citizenship. Pupils were well engaged in the discussion and listened very well to each other and to adults in the class. They understood clearly how a debate was conducted but the general range of language and use of more formal vocabulary was limited.

81. Standards in reading are average at both key stages. Pupils enjoy reading in the good range of reading opportunities offered by the school. In their guided reading sessions and in the literacy hour, pupils respond to their teachers' questions and offer their own responses to their reading with interest, in both supported and independent situations. In Key Stage 1, pupils handle books confidently and take them home regularly to practise their skills. More able pupils read their books confidently and with good expression. They are able to talk about their books and to discuss their likes and dislikes in reading. Average pupils read simple texts accurately and with understanding. Some pupils have appropriate strategies to help them read unfamiliar words but not all average and below average pupils use these strategies effectively or automatically.

82. Pupils' interest in, and enthusiasm for, books develop well through Key Stage 2. In Year 6, they read with fluency and accuracy and discuss their books with growing confidence, including the main features of different genres. Pupils read a good number of books but the range is not always sufficiently challenging. Many are able to give concise summaries of events and some more able pupils respond to characters with sensitivity. Most are able to give simple predictions of possible outcomes. Less able pupils read appropriate books fluently but are not always able to discuss their general reading in detail. Pupils generally read comfortably within their range and few more able pupils are reading texts which sufficiently challenge and extend their abilities. Most pupils are confident in using the library for research and referencing.

83. As a result of close scrutiny of all pupils' writing, evidence shows that standards in writing are below average at both key stages. In Key Stage 1, average pupils have clear understanding of how to construct a story and there is some writing which is beginning to select interesting descriptive language as is seen in their descriptions of night in Tobago. More able pupils write simple sentences accurately and are beginning to use language with lively enthusiasm. However, there are a significant number of below average pupils who write simple statements with varying levels of accuracy but who have not yet developed fluency or an appropriate range of vocabulary in their expression. Some average and above average pupils are beginning to join their letters together but the approach to hand writing in the school is not consistent. The school is aware of this weakness and has formulated new guidance for the teaching of handwriting to develop more uniform practice throughout the school.

84. In Year 6, pupils write in a generally appropriate range of forms including descriptions, biographies, diaries, stories and some factual writing. The best writing shows an appropriate use of style and expression and pupils show some awareness of how to use organise their writing into paragraphs. Pupils make good use of their reading in their writing and show a good awareness of how characters are developed in a story. These qualities were seen in pupils' writing about the characters in the 'Wizard of Oz' where pupils wrote as Dorothy meeting a character in the story. Good use was made of pupils' word processing skills to present and edit their work. Both average and above average pupils order their writing logically but the writing of average and below average pupils often does not have sufficient detail or depth. While some above average pupils use accurate spelling and understand how to use basic punctuation correctly, a number of pupils do not have an appropriate level of accuracy. Standards of presentation are too variable in many pupils' work and a too limited number of pupils use a neat, evenly formed style of handwriting.

85. There is evidence to show that pupils' writing skills are developing more consistently in the earlier years in Key Stage 2 but there remains a too variable level of accuracy, particularly in the accuracy of pupils' spelling. A number of pupils do not have a secure understanding of spelling

patterns and, as errors are not consistently addressed and identified in their work, they have become accustomed to writing inaccurately. There are useful opportunities for pupils to edit and correct their work but this has not yet had an observable effect on the general accuracy of their writing. There are too few examples of pupils' extended writing and, consequently, pupils do not have sufficient practice in sustaining the momentum of a narrative or developing an argument.

86. Throughout the school, standards in literacy are average. Whilst there are some good opportunities for pupils to practise and develop their reading and writing skills in subjects such as history, religious education and geography, expectations for some of the more able and average pupils are not always sufficiently challenging in the length and detail of their written responses.

87. The quality of teaching and learning is good at both key stages. There was no unsatisfactory teaching. One of the strengths of teaching in English is the skill with which teachers use questions to develop pupils' understanding, ensure their comprehension and take pupils forward in their learning in carefully structured stages. These skills were well illustrated in a Year 1 lesson. This helped pupils to develop a secure understanding of how capital letters and full stops are used in writing and reading. All teachers have very good relationships with their pupils and there is an atmosphere of trust and support in the classroom which gives pupils confidence and helps them to feel very positive about developing new skills and venturing into unknown territory. These very good relationships lead to very good attention and behaviour in all lessons. Language has a high profile in the school as the school recognises that some pupils enter the school with a limited range of vocabulary. Literacy coordinators are good models in this respect and their classrooms are organised to provide a good stimulus for pupils' vocabulary. Teachers have good subject knowledge and use this well to choose interesting materials and activities. This ensures an energetic pace and effectively supports pupils' interest and attention. Teachers make good use of, and benefit from, good classroom support. The team of classroom assistants are effective in delivering a number of additional literacy support strategies which the school offers and they know the pupils in the school well.

88. Strengths of teaching and learning in English lessons across the school were well illustrated in a Year 5 lesson where pupils were analysing a section of the poem 'The Lady of Shallot'. The lesson began with well-focused questions on pupils' recollection of the poem up to that point. These questions focused not only on the details of the narrative but also on pupils' responses to the poem and their predictions for the next section of the poem. As a result of this session, pupils were quickly interested and involved. They were confident in offering their opinions and responses because the teacher valued and respected all pupils' contributions. He gave good encouragement for pupils to project their imaginations into the setting of the poem. 'Why is she cursed? Why can't she look through the window?' and this resulted in some sensitive responses to how the Lady of Shallot might feel isolated and apart from society. Their responses were then effectively linked to a recent lesson in religious education about why people feel excluded. The teacher's expressive reading of the text ensured rapt attention from the pupils who sighed with disappointment when the reading was strategically finished at a critical point. As a result of this effective involvement, pupils were challenged well by the teacher's questions and were beginning to consider different levels of meaning in the poem and how the language of the poem conveyed these meanings.

89. In the best teaching there is regular and helpful marking which gives clear recognition of pupils' achievements and identifies ways in which the work could be improved. However, this good practice is not consistent in all classes and this has an adverse effect on pupils' abilities to recognise and correct their own errors. Although teachers follow the National Literacy Strategy framework appropriately in their lesson planning, there is insufficient focus on the teaching of spelling patterns and conventions where pupils' understanding is weak. Occasionally, teachers' expectations of the quality of work are not high enough to promote good progress for pupils of all abilities.

90. The curriculum in English is balanced and meets the requirements of the National Curriculum. The National Literacy Strategy has been implemented satisfactorily. The well-detailed literacy policy

provides good support for teaching and learning. There are good procedures for assessment but many are very recently in place and are not yet fully implemented. Although pupils have appropriate targets in literacy to motivate them and to give them responsibility for their own learning, some targets are too general and do not help pupils to feel a sense of moving forward. The two literacy coordinators are committed and hard working and provide good models in their own practice. They have a good understanding of relevant priorities for the development of the subject but have had too limited opportunities to monitor pupils' work and teaching in the subject. There is a useful portfolio of pupils' work, which is well annotated and includes references to National Curriculum programmes of study and levels of attainment. Resources in English are good and the library and classrooms have a good range and number of attractive and good quality books to support research and study skills. Pupils' library skills are well supported by the good organisational skills of the classroom assistant who has this responsibility. The subject is enhanced by events such as Book Weeks, Book Fairs, the work of visiting writers such as Saviour Perroti and presentations by local secondary school pupils. Imaginative and well organised displays such as Year 6 pupils' work on the Wizard of Oz, the cross curricular project on the Tudor period and the books written by pupils in Years 1 and 2 effectively instil a sense of pride in pupils and celebrate their creativity.

MATHEMATICS

91. Pupils in Year 2 attain above average standards in numeracy, and all other areas of mathematics. This finding is slightly different from the result of the latest national assessment tests due mostly to the large number of pupils with special educational needs in the year group. This represents very good achievement from their lower than average starting point. In the latest national assessment tests for seven year olds, the proportion of pupils attaining the national average was well above average. The performance in 2000 was an improvement on the previous year's results when attainment was in line with the national average. Pupils' attainment in comparison with pupils in similar schools is also well above average. There is no significant difference in performance between boys and girls. All pupils, including those with English as an additional language, and those with special educational needs, make good progress and achieve high standards in this key stage, from an attainment on entry considered to be overall, average.

92. Standards in Year 6 are below average. The judgement of this inspection shows an improvement on the last national assessment tests. In the tests for eleven year olds in 2000, pupils' attainment was well below average both in comparison with standards nationally and with those of similar schools. The considerable difference between pupils' test scores between the two key stages can be partly attributed to the great amount of pupil mobility, especially among the oldest pupils in Year 6. For example, in this year group of 25 pupils in Year 6, seven pupils joined the school in 1999, and a further eight just before the national tests in 2000. In addition, 32 per cent of this year group were pupils with special educational needs. Nevertheless, test results in 2000 show an improvement from those in 1999. There was a considerable difference between the performance of boys and girls in these test results, with girls out-performing boys, partly due to nearly all the pupils with special educational needs being boys. Progress and attainment, including that for pupils with special educational needs, are satisfactory at this key stage. Performance targets have been set to raise the standards of mathematics in Year 6, and these are appropriately linked to teacher assessments of this present year group. However, indications from lesson observations, work scrutiny and discussion with pupils are that standards in Years 3, 4 and 5 are similar to the national average.

93. At Key Stage 1, the quality of teaching and learning is at least good, and leads to good progress for pupils of all abilities. In lessons, good quality teaching was observed and most Year 2 pupils are working appropriately within Level 2 of the National Curriculum for mathematics, except for a few pupils with special educational needs, and several in Year 1 and Year 2 who are working at a higher level. In a good Year 1 lesson about difference and subtraction, the teacher used a 'fairy story' graph to help pupils to see the visual pattern of 'fewer and more' as they interpreted which stories

were most/least popular. Then she linked this very effectively to recording, by saying 'look, I am writing this as a sum about taking away/ using minus and by subtracting'. By the end of the lesson, nearly ever pupil had made good progress in understanding this work and in how to record it. In Year 2, most pupils can count and order numbers up to 100 using their knowledge of place value well. They have good mental recall of addition and subtraction facts to ten and are able to choose the correct operation when solving simple problems involving addition and subtraction, usually using their fingers. They can identify halves and quarters in shape and halves of numbers to ten but they have difficulty in identifying quarters of numbers. In their work with money, most pupils can work out the change to be received from purchases up to ten pence but their knowledge of coinage is insufficiently developed. Most pupils are able to identify odd and even numbers. Teachers are well organised and lessons are planned well to the format of the National Numeracy Strategy. However, in some lessons, the teacher's introduction goes on too long, and pupils lose interest. Pupils are managed very well in a quiet, friendly but firm way and this enables pupils of all abilities to maintain good progress in all aspects of mathematics. Teachers use resources well to stimulate pupils' interest and support staff are involved very well, mostly to support pupils with special educational needs. Pupils are questioned continually, usually with open-ended questions so that most pupils have a good developing ability to explain their mental strategies to the rest of the class. Teachers use good techniques to teach the basic skills of numeracy, for example, the Year 2 teacher who used the example of, 'a crocodile's jaws eating the biggest number', to illustrate 'more than' and 'less than'. The quality and use of ongoing assessment are good. Teachers' record pupils' weekly progress well, supported by teaching assistants, and use this assessment well for individual pupils and for changes in curricular planning.

94. At Key Stage 2, the quality of teaching and learning is good and promotes good progress. Observations of lessons found no teaching less than satisfactory and a considerable number were good. Teachers' knowledge and understanding of the subject are generally good, and all classes are working to the format of the National Numeracy Strategy. There is a strong emphasis on pupils using numbers to solve practical problems and they are developing good skills in explaining their mental strategies and approximations. Most pupils in Year 6 make good progress, and they are working at levels relevant to their age. However, occasionally, work is too challenging due to the number of new pupils coming into the class and the number of pupils with special educational needs. Pupils work in ability groups in the middle part of lessons, but overall, there are missed opportunities to organise them according to their ability for the whole lesson in Years 5 and 6. Pupils' work is usually neat and well presented, and work is marked up-to-date with helpful comments from the teachers, especially in Year 5. Most pupils in Year 6 have sound skills in using and understanding the multiplication and division of whole numbers by ten or 100. They have good mental recall of addition and subtraction of two digit numbers and can order numbers to 5000. Their mental recall of multiplication tables to ten is poor, although they have a sound grasp of factors, for example, the factors of 24. Most pupils can add decimals to two places but they have difficulty in subtraction. The use of fractions and percentages to describe proportions is also insufficiently developed. Most Year 5 pupils are reaching a level appropriate to their age and ability in numeracy. Teachers' planning is generally good and makes good use of support assistants in helping the progress of pupils with special educational needs. However, the work in some lessons in Year 6, based on Level 5 of the National Curriculum, is too difficult and it is evident that the majority of pupils have missed some of the basic skills in their previous schools. Teachers, in this instance, realised this difficulty and revised the previous work.

95. The National Numeracy Strategy has been successfully introduced into all classes in both key stages, and it is applied effectively. Year 1 pupils are beginning to understand the importance of reading, and recognising, mathematical signs and understanding simple mathematical vocabulary like, add, plus, minus, take away and total. Good practical activities are planned by all teachers to stimulate pupils' interest in the subject and develop their learning, for example, by the use of members of the class to demonstrate place value in a Year 2 class. The successful implementation of the strategy is

improving the investigative skills of pupils of all ages and abilities and is resulting in the rise in standards apparent in nearly all year groups.

96. The leadership and management of the subject are good and ensure good educational direction in the subject especially at Key Stage 1. The subject co-ordinator has produced a policy and scheme of work for mathematics that offers good guidance to all class teachers and support staff. Staff have also been trained in the implementation and planning concerned with the National Numeracy Strategy and all class teachers have been monitored by the headteacher. The co-ordinator has produced a very comprehensive development priority document, in conjunction with the headteacher, who has responsibility for the subject during the co-ordinator's maternity absence. The co-ordination of Key Stage 2 mathematics is included as a top priority. Strengths in the management of mathematics include the range and use of assessment procedures, which includes the tracking of individual pupils, the effectiveness of the strategies for teaching numeracy skills and the use of teaching assistants to support pupils with special educational needs within the classroom. Booster classes for mathematics have been organised by the school on Saturday mornings but there has been little take up at the moment. Mathematics is used well in other areas of the school curriculum, for example, graphs and measurement in science, graphs and tally sheets for the geography topic on 'houses' and a spread sheet on Second World War casualties in the armed forces as part of a history topic. The recent school topic on the Bronze Age and dwellings also included many aspects of mathematics, in particular measurement. The very good behaviour and keen interest in the subject by pupils of all abilities are undoubtedly responsible for the rise in standards in the subject throughout the school and the good progress in learning.

SCIENCE

97. In Year 2, standards are average and this is an improvement on the assessments made by teachers for the national tests in 2000. This is the result of the co-ordinator ensuring that teachers' planning is more effective. Pupils with special educational needs, of which there are a high proportion, achieve well for their abilities at this key stage. Standards in Year 6 are below average, but are an improvement on those reported in the latest national tests when test results for the 2000 were well below average when compared with all school and similar schools. As with Key Stage 1, this is because of the work of the co-ordinator to improve planning and teaching. Pupils with special educational needs achieve well for their abilities and make good progress. This inspection finds no significant difference in the performance of boys and girls although the 2000 tests indicated that girls performed significantly better than boys. Pupils with English as an additional language achieve similar standards to pupils of the same age.

98. The overall quality of teaching and learning is good at Key Stage 1 and this promotes good progress overall. No unsatisfactory teaching was seen. Teachers are enthusiastic and have good subject knowledge. This encourages pupils to show a keen interest in the activities and they respond well to suggestions made about scientific enquiry. In Year 2, teachers make good use of questioning to develop pupils' understanding of basic scientific ideas. For example, an investigation into the relationship between the height of a ramp and the distance travelled down it by a toy car was underpinned by a good discussion between the teacher and pupils. In this investigative work on physical processes, they considered the need for a fair test while the teacher carefully demonstrated how the investigation should be done. They developed a sound understanding that predictions could be made and verified through enquiry methods. Pupils' work on life processes indicates that although they make progress, this is variable. They have only recently started work on materials and their properties. There is some lack of range and depth, often because work is not always matched to the different capabilities of pupils. However, their contributions to discussion and practical investigations are good. In a good Year 1 lesson, pupils explored sources of light. They identified several sources of light and discussed why its intensity was variable. There was a very good range of well organised resources to support pupils' learning. The teacher asked challenging questions to help them to understand the differences between the light from a flame, a torch and a lamp and, by the end of the

lesson, pupils had made good progress and could talk about eight different light sources. Furthermore, their learning was enhanced by a homework task. Teachers make very good use of teaching assistants.

99. The quality of teaching and learning at Key Stage 2 is satisfactory overall, with some examples where it is good. The progress of pupils is satisfactory overall, but better in Year 4 and Year 5, where the teaching is generally of good quality. Only one lesson was seen in Year 6, but a scrutiny of work and discussion with pupils indicate that teachers have sound subject knowledge, and pupils use scientific vocabulary correctly. They have some understanding of the investigative principles of fair testing and prediction and know of some different ways to record their findings. However, their work lacks satisfactory logical structure and clear presentation and marking is not sufficiently rigorous enough to help them improve it. Pupils have been taught how to use keys and know something about food chains in their work on life processes. They have learned, through work on materials and their properties, that some changes are reversible and others are not. For example, the bread-making process is not, but that of ice-making is. They have some understanding of electrical circuits in their work on physical properties, but this is not secure. Overall, the range and depth of work in all aspects of science are too limited. Good teaching in Years 4 and 5 is characterised by open-ended questioning that prompts pupils to develop ideas for investigations. For example, in Year 5, pupils were soundly challenged to devise a fair test to determine the conditions under which a liquid evaporates. In this way, independent thought was actively encouraged so that pupils began to think scientifically. In other years, weaknesses in teaching are similar to those in Year 6. Across the school, marking does not give enough guidance to show pupils how to improve and teachers do not sufficiently insist that recorded work has the quality of presentation appropriate to scientific enquiry. Furthermore, pupils have too few opportunities to record their investigations in their own words. Homework is sometimes good, but is too inconsistent overall. There are also missed opportunities for pupils to experience wonder in their learning. In all lessons seen, good use was made of teaching assistants to support pupils with special educational needs.

100. There is no policy or school-based scheme of work for the subject and time allocated to science is too low at Key Stage 2, although the requirements of the National Curriculum are met. The assessment of pupils' work and the analysis of their test results do not help teachers plan a consistently challenging curriculum for pupils, but a start has been made on this process. The good leadership provided by the new co-ordinator, is beginning to have a positive effect on standards. He is highly motivated, knowledgeable and enthusiastic to see improvement. A link governor gives good support to the school. Clear priorities are identified for the development of the subject and some monitoring of teaching and of pupils' work has helped in this aspect. However, the range of monitoring does not fully inform the co-ordinator about the ways in which the subject could be improved. There are some links with numeracy, but these are not well developed and insufficient use is made of information and communication technology.

ART AND DESIGN

101. Pupils' work in art and design, including that of pupils with special educational needs and pupils who have English as an additional language, is above average throughout the school. Able and talented pupils are well supported and achieve higher than average standards due to the good identification and support from the school.

102. The quality of teaching and learning is good at both key stages and promotes good progress. Specialist expertise in the staff is used effectively to enhance pupils' skills and experiences and this ensures that pupils' abilities to analyse their own work and the work of well known artists is above average. Pupils learn the basic skills of drawing and using colour well because teachers prepare interesting and well planned activities. There is a strong emphasis on talking about their responses to and feelings about their work. A strong feature of pupils' work is the link made with other subjects in the curriculum. Pupils' awareness of colour is very well developed through both key stages leading to a

study of the work of Mondrian in Year 2, where pupils 'took their pencils for a walk' and painted the patterns in combinations of primary colours. This has been continued in a Year 5 unit of work where pupils blended water colours skilfully to create interlocking circles of varying shades of colour as part of their preparatory work for still life painting. Good use is made of computer programs such as 'Dazzle' in both years of Key Stage 1 to explore shape and colour in a different medium in a good link between information and communication technology and art. In a whole school project on the Bronze Age, pupils were able to work with a professional potter to explore the different techniques used to make pots and to make their own.

103. As they move into Key Stage 2, pupils build on this good foundation and develop their experiences and skills well. However, pupils do not have consistent opportunities to use their sketchbooks to support their developing skills. In productive links with their work in design and technology, pupils in Year 4 sketch, design and select colours and materials to make puppets of Viking gods, and make miniature looms to develop their understanding of weaving techniques. There is good understanding of the processes used in their work as is illustrated by work in Year 5, when they use their understanding of colour and form in carefully detailed pastel drawings of pumpkins. This is further developed in Year 6 when pupils produce well observed drawings of local sea life and using viewfinders, select a section to enlarge and develop into an ink wash drawing. In an excellent Year 3 lesson, which illustrated well the strengths of teaching and learning, pupils analysed aspects of the work of Andy Goldsworthy and compared these with their own work as part of a large scale grounds project for the school. Particularly effective use was made of digitally produced reproductions of the artists and the pupils' work. This discussion led to further analysis of the work of Kandinsky's Cossacks, and, through an excellent use of questions, pupils were able to respond at a well above average level in their interpretation of an abstract painting. Pupils' experiences of three dimensional work at Key Stage 2 is linked to an appropriate range of materials and opportunities but this aspect of their work is not as effectively developed as other areas.

104. The co-ordinator for the subject is new to the responsibility, but she has developed a good understanding of her role. The school makes good use of the Qualifications and Curriculum Authority, but has not yet formed a coherent scheme of work that would ensure that all pupils' experiences are equal to the best models of teaching and learning in the school. A weakness in art and design is the lack of assessment and monitoring procedures to gauge pupils' progress, and raise standards even higher. The school is developing a range of very good resources to support pupils' understanding of the work of well known artists in Western European cultures but the range of resources which feature the work of artists from other cultures, although satisfactory, is not as well developed. A classroom assistant, who has a very good understanding of the role, coordinates displays in the school. Very good use is made of high quality reproductions and displays of pupils' own work and responses. These place very good value on both the subject and on pupils' own contributions.

DESIGN AND TECHNOLOGY

105. Evaluation of lessons seen, scrutiny of planning and pupils' work and photographic evidence show above average standards across the school. Standards achieved in the project on the Bronze Age house were excellent. The rate of progress for pupils, including those with special educational needs and English as an additional language, is good. There is good provision for able and talented pupils.

106. The quality of teaching and learning is good overall at both key stages. The evidence from the work on the Bronze Age House project indicates that some teaching is excellent. In a Year 2 lesson, pupils were encouraged to consider good design criteria for a model fire engine. This very good lesson used a wide range of questioning to encourage pupils to think more deeply about their design and also made good links with the current history project on the 'Great Fire of London'. Questions were carefully pitched to allow all pupils to participate. The lesson led well into practical design including the use of wheels and axles. Pupils in Year 2 are able to design a coat using four criteria, having a back

and front, and using repeating patterns and selecting bright colours. They are able to select appropriate materials and evaluate their work. Design and technology is well planned to support other areas of the curriculum and this is especially true of the Bronze Age House project where pupils were given the opportunity to understand how materials could be combined to create more useful properties. Pupils had the rare experience of learning how to weave wattle and mix daub to an appropriate consistency to cover the walls. They were able to make pots and evaluate how they met their intended purpose but in addition, during the course of the project, were taught how to fire their pots by burying them in a hole that used wood and turf to provide the high temperature required. Pupils are able to make reasoned guesses about the use of tools 'discovered' on the archaeological site. Excellent use is made of information and communication technology in this subject with the compact disc that the school has made on the Bronze Age project, thus providing further opportunities for pupils to reinforce their learning.

107. The quality of teaching and learning is good overall at Key Stage 2, Teaching of the subject makes a significant contribution to the ethos of the school as teachers ask questions effectively to improve pupils' thinking skills. This results in careful analysis and planning by pupils. Teachers have good subject knowledge and set high expectations. The use of ongoing assessment is sound and results in improvements in pupils' designs. Pupils are managed very well and use their time well. They show very good attitudes to learning, are highly motivated and sustain concentration. Particular strengths are the very good levels of behaviour and consideration for others, which make significant contributions to the good standards of work they achieve. Teaching methods are very good as, for example, in a Year 4 lesson on designing and making an Egyptian style pencil box, where there were strong links with history. Good planning for this activity incorporated both the teaching of specific skills in the measuring and cutting of the box, and open-ended activities for pupils to extend their learning by exploring various ways in which their boxes could be strengthened. Also in Year 4, science was linked with design and technology when a project on recycling was used to provide an opportunity for pupils to design clothes using a range of recycled materials. Good use was made of the skills of a classroom assistant who showed pupils in Year 5 how to weave with paper. In Year 6, pupils design and make a prototype for a cardboard figure in Tudor costume, considering appropriate materials and techniques for making their figure three-dimensional. Pupils share good ideas for materials that would be appropriate and use reference books well to support their work, and provide strong links with history.

108. Excellent teaching and learning was seen through the use of the Bronze Age house project. In addition to the construction of the main house in the school grounds, pupils planned and evaluated a scale model. Pupils learnt how to measure and construct a doorway accurately and to wood turn on a lathe using a taut ash sapling to provide the energy. Pupils planned a menu for vegetable soup, which they cooked over an iron griddle. They learnt how to spin and weave wool using a simple wooden frame. All of these activities undertaken on a full-scale project in the school grounds not only provided excellent opportunities for developing skills in design and technology but also provided opportunities for cultural links and a sense of awe and wonder as they linked, in a practical way, with the past.

109. Leadership in the subject is good. The headteacher has assumed the role in a temporary capacity. His enthusiasm for the subject, and in particular for the Bronze Age project, has contributed significantly to the good standards seen in the subject. Although informal assessment and monitoring are undertaken by the headteacher, no formal assessment takes place, and this is a weakness in ensuring continuity and provision. Resources for the subject are good. There is a governor with responsibility for this area of the curriculum, and he has a clear idea of development for this subject. Links with the community are also strong, involving archaeological groups and a local supermarket that taught Year 5 pupils about bread making in the store, to supplement their own work on bread making. The attention to health and safety is good. Information and communication technology is well used in this subject.

GEOGRAPHY

110. During the inspection, it was only possible to observe the teaching of geography in Years 1, 3 and 5 due to the school's curricular and timetabling arrangements. Judgements are based on this evidence, on discussions with pupils and teachers, and on the school's planning and records. The indications are that average standards are achieved at Key Stage 1 and 2. Progress and attainment are satisfactory, including that made by pupils with special educational needs and those who have English as an additional language. There are no differences in attainment between boys and girls.

111. The quality of teaching and learning at Key Stage 1 is satisfactory overall, although some good teaching was observed. The analysis of work shows that pupils in Year 2 study the local community and have a satisfactory understanding of the area. Most can locate where they live on a map of the British Isles. However, marking consists of mainly congratulatory comments with little evidence of how pupils can improve their work. Year 1 pupils are developing satisfactory early mapping skills. They enjoy drawing their own maps of a route for fairy story characters, such as the Three Bears, Humpty Dumpty and a giant. When teaching is good, the pace is brisk and tasks are sufficiently challenging for all pupils, as observed in a Year 1 lesson, when pupils drew their 'Fairy Story' maps. By recapping on previous geography work, when pupils drew a simple map of their route to school, they were able to build on their own experiences before extending their learning of the use of maps in every day life, such as the need for a map to an unknown destination. The teacher extended their learning by good open-ended questioning, with correct geographical vocabulary and the use of a variety of maps. She enabled pupils to understand how an aerial map is like 'a bird's eye view' of an area. Work is planned at three levels of difficulty to meet the needs of all pupils. More able pupils are encouraged to create their own maps, while other pupils are provided with extra support, such as being provided with key features and a word bank. However, when teaching and learning are satisfactory, although the planning is good, the pace of a few lessons is slower, and new work is not always related to pupils' previous experiences.

112. At Key Stage 2, the quality of teaching and learning is satisfactory, although some good teaching was observed. In a Year 3 lesson, pupils made good progress, when the teacher used her good subject knowledge to extend pupils' learning. Through good questioning techniques and clear explanations, pupils made good progress in their understanding of how land use can be identified. Resources were used well and good interaction between the teacher and pupils maintained their interest and motivation to learn. Pupils' knowledge of the local area is good and they are beginning to recognise the range of physical features in the locality. They use information from their recent survey of three roads to produce maps showing use of the land. Good teaching in a Year 5 lesson enabled pupils to use photographic evidence well to describe changes to an area over the past sixty years. They gave clear explanations on how the environment could be improved, such as the provision of bicycle lanes within a congested shopping area. Although the teaching and learning in this lesson was judged to be good, and work was organised for different ability groups, more able pupils were insufficiently challenged by the level of questioning. From discussions and the analysis of the work of Year 6 pupils, it is judged that they have a satisfactory understanding of map work, and different weather conditions in the world. During the previous term, they used information communication technology and worked cooperatively in small groups to produce slides to show how people are affected by the weather, such as by tornadoes and hurricanes. Throughout the key stage, there is an over emphasis on map work. Pupils throughout the school have a good attitude to geography and their excellent behaviour ensures that teaching and learning can take place in a positive environment.

113. The co-ordinator is new to the post, is enthusiastic, has good subject knowledge and has very clear vision for the future development of the subject. Since taking up the post in October 2000, he has worked quickly to write a good new draft policy and a new scheme of work, but monitoring is insufficiently developed. Curricular provision promotes pupils' spiritual, moral, social and cultural development well. It includes good use of the local area, and consideration of environmental issues, and Year 6 pupils make a residential visit to study an area in France.

HISTORY

114. Pupils' work in history, including that of pupils with special educational needs and those who have English as an additional language, is above average throughout the school. This judgement takes into account the lessons observed, an analysis of pupils' work and displays, scrutiny of teachers' planning and discussions with teachers and pupils. The school's excellent Bronze Age project in 2000 has enabled teachers to have the same commitment for very high standards, so that they enable pupils to develop good thinking skills and have enquiring attitudes to learning. Throughout the school, a strength of history teaching is the very good use of visits and visitors to bring history to life and the way in which all pupils are well challenged for their ability, including those who are very able.

115. The quality of teaching and learning is good overall at Key Stage 1, with some very good teaching and learning being observed during the inspection. In a Year 2 lesson, pupils were enthralled listening to the school's liaison officer for the fire service speaking about the Great Fire of London and how fire fighting has changed from 1666 to the present day. The very good attention to the use of correct historical vocabulary, and the use of pictures and slides, enabled these pupils to gain a very good understanding of facts. Before the lesson, the teacher had organised pupils well so that they were able to fax to the fire fighter a list of questions, which were all specific to the topic. By their list of questions, it was apparent that they were thinking for themselves, and have enquiring minds, such as 'The fire started in the baker's shop, but did the baker get burned?' Pupils' knowledge and understanding were enhanced by the excellent use of this visitor, as a learning resource. A very good plenary session by the teacher enabled pupils to consolidate their learning and showed their good understanding of facts, when pupils spoke about 'hand squirts', 'the fire started in the baker's shop' and gave reasons why the fire did not spread across London Bridge. They have a good understanding of the life of Florence Nightingale, Guy Fawkes and Samuel Pepys. Year 1 pupils know some similarities and differences between 'old' and 'new' houses, and can compare the changes in cooking stoves during the past hundred years. Throughout lessons, teachers use challenging questioning techniques to stimulate pupils' thinking and encourage them to develop their enquiry skills. However, marking consists of mainly congratulatory remarks, even when presentation can be improved.

116. The quality of teaching and learning at Key Stage 2 is good overall. Throughout the key stage, teachers use good open-ended questioning techniques to stimulate historical enquiry. They skilfully guide pupils in their ability to analyse historical change. All lessons are planned well with very good use of key questions and good use of primary and secondary evidence. Pupils have a good understanding of chronology, which is consolidated by time lines in classes. They use dates accurately, can interpret historical facts and empathise with historical characters, for example Tutankhamun. The teacher's very good subject knowledge was used well in the Year 4 class lesson on the Ancient Egyptians. The use of primary evidence in the form of artefacts found in Egypt in the 1920s inspired pupils and they became very engaged in the lesson. Pupils gained new knowledge and were provided with many opportunities to think and learn for themselves. The excellent interactive display of 'Howard Carter at the pyramids' helped to sustain pupils' interest in the subject and helped them to consolidate their learning. The good use of resources, artefacts and the display had a significant impact on the pupils' attainment. They worked at a good pace, sharing ideas and respecting different opinions. The Year 6 debate on 'Was Henry VIII's right to dissolve the monasteries?' showed pupils' good subject knowledge of life in that period. They spoke of 'tithes' and showed very good understanding of the differences between how monks lived and how they should have conducted their lives. They suggested that monks could have fun, but they were supposed to set an example of how people should behave, not drink and gamble as many did. The study of styles of Tudor clothing for pupils' artwork encourages pupils to extend their historical research skills. Lessons are planned well and teachers have good subject knowledge, but there is sometimes an over direction by the teacher, which limits pupils' opportunities to explain their thoughts and for the teacher to assess the extent of pupils' understanding.

117. The co-ordinator is relatively new, gives the subject very good leadership and has written a good draft policy, which supports teaching and learning well. The Qualifications and Curriculum Authority guidelines for history are mainly used, but are gradually being adapted to suit the requirements of the school's curricular plan. The co-ordinator is a subject specialist, who has clear vision for the future development of history in the school. She has developed a good portfolio of pupils' work, with each piece clearly labelled to show the National Curriculum levels, which provides very good guidance to staff for assessment purposes. At present, trials for assessment procedures are being undertaken in Year 6. Marking is variable in the school, ranging from congratulatory remarks to very good comments, which enable pupils to improve the standards of their work. Presentational skills are too variable and, in many classes, teachers accept work that could be better set out. Information and communication technology is used well to support teaching and learning. Displays, such as the Bronze Age Project and the Ancient Egyptians, are of a very high standard and are stimulating focal points. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development through understanding the how the past has affected modern society. The curriculum is enriched by visits to places like the Victorian School and the Weald and Downland Open Air Museum. Visits by 'Legio Secunda Augusta' for a Roman day, the community policeman dressed as a Victorian policeman, the 'Viking God Njord', and the archaeologists for the Bronze Age project effectively bring history to life.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Pupils' attainment in information and communication technology is above average in Year 2. They open programs easily, use toolbars efficiently, a mouse confidently, amend and input information, and save what they have done. For example, pupils created pictures linked to their work in history about the Great Fire of London. They used the various tools such as edit, fill and undo with good effect. Weakness in attainment is almost solely related to typing skills that are relatively underdeveloped and cause some slow progress when pupils use keyboards. The overall attainment of pupils in Year 6 is average, but there are some instances where it exceeds this level. Pupils word-process some work in English and produce pleasing results with the use of different fonts and display techniques. They use a screen 'turtle' effectively, and use mathematical skills as they control the movements of a screen 'turtle'. A project about weather in geography gave pupils the opportunity to create a multi-media presentation that combined animated images, sound, graphics and text. The standard of this work was high. In both key stages, the achievement of pupils with special educational needs is good for their abilities. There are no differences in the attainment of boys and girls or those from minority ethnic groups because the school takes good care to ensure that all pupils have equal access and opportunity to teaching and resources. There is good provision for able and talented pupils.

119. On the evidence of lessons observed, and a scrutiny of work done by pupils, the quality of teaching and learning is good at Key Stage 1. Teachers have enthusiasm, and good subject knowledge. They use the correct vocabulary, and pupils respond well to this and apply it appropriately to their work. Teachers challenge pupils to use skills and to try out ideas, for example, in the use of different buttons on a drawing toolbar. Expectations of what pupils should do are high and teachers make good use of assessment as they work with pupils to ensure that learning is effective. A particularly successful lesson was seen in Year 1 when the teacher spent time in the classroom showing pupils how to use various tools and operations on the classroom computer. When they moved to the computer suite, they were well prepared for the tasks that had been set, and made good use of the resources available. Some pupils made slightly slower progress because they were not sufficiently skilful in controlling the mouse.

120. At Key Stage 2, teaching and learning are good. Teachers have good knowledge, and this is used well to teach specific skills effectively. However, the competence of pupils is very varied and in whole class lessons in the computer suite, this sometimes slows down progress because teachers and assistant have to spend too long with individual pupils. Some pupils have insufficiently developed

keyboard skills, which slows down their progress. Teachers make good use of questioning to assess and develop the understanding of pupils, and there is often a good level of challenge to extend their thinking. This ensures that they make good use of the skills that they have acquired. The multimedia presentation on weather is an example of the high expectations of teachers. Pupils gained considerable knowledge and understanding of the practical uses of information and communication technology in a way that engaged and sustained their interest over a four-week period. This was evident from the way in which some pupils demonstrated the presentation to the inspector.

121. A scheme of work is being developed to ensure that all pupils are taught essential skills. An additional extracurricular club enriches the subject although the club is organised currently for pupils in Years 3 and 4. Some older pupils assist with this and other activities, such as the production of a good quality newspaper. Furthermore, this club gives good support to able and talented pupils. An effective means to assess the progress of pupils has been implemented and plans to use assessment information to develop the curriculum are underway. The school has made very good use of specific funding to establish a well-equipped computer suite. The technician, who has trained the teaching assistants, expertly manages this facility and gives invaluable assistance to teachers and pupils during lessons. The school has had help from parents, students and local business to establish a web page. The co-ordinator is able and enthusiastic and provides clear direction for the development of the subject because she has identified what needs to be improved, although the monitoring of teaching is underdeveloped. Pupils are very enthusiastic and work well together which contributes positively to their attainment and progress.

MUSIC

122. Standards in music are above average overall for pupils at seven and 11 years old, and excellent in singing. Evidence from this inspection has been based on classroom observations, scrutiny of teachers' planning, assemblies, and discussions with teachers and pupils. Pupils take great pleasure in music making, and their achievement is good across the school. Tuition is provided for cello and clarinet lessons, and there is a choir, which further enhances the provision for talented and able pupils. Pupils with special educational needs and those who are learning English as an additional language make good progress because much of the work is carried out in small groups and pupils support each other very well during these activities. Able and talented pupils are well provided for with specialist music support and from extracurricular activities.

123. The quality of teaching and learning at Key Stage 1 is good. Lessons are well planned and prepared, with a wide range of activities that offer appropriate challenges. Good use is made of teaching aids. Pupils in Year 2 are given sheets with dots on to denote high, medium and low notes. These are well used in small groups where pupils are able to identify and sing a range of notes. Some pupils are able to extend the task, making it even more challenging, as they notice that if they turn the sheets round the low notes then become high. In addition, Year 2 pupils are able to transfer this knowledge to chime bars where they are able to identify and play three notes A, C and D. Pupils are able to sustain a sound rhythm, and are able to clap patterns and use body rhythm. They know the names of a range of percussion instruments, and understand how to hold the beaters correctly in order to produce the purest sound. They talk enthusiastically about their musical activities. Pupils listen to a carefully selected range of music during assemblies in the hall, but find it more difficult to discuss the moods and feelings that it conveys. Teachers work hard to ensure that pupils enjoy their musical activities and develop in confidence and, as a result, the pupils in a Key Stage 1 assembly are able to sing 'Granny Davey's House' in three parts. The song was performed with excellent awareness of diction, rhythm and dynamics.

124. The quality of teaching and learning at Key Stage 2 is good. The pupils are taught a wide range of musical activities. In Year 6, pupils are able to learn a new song, 'Stars hide your fires', from both listening and echoing the music, and through a developing interpretation of the score. Pupils are confident in using some musical notation. They enjoy knowing that they are learning the song for a

performance. Enthusiasm for singing was evident at a Key Stage 2 assembly when pupils sang a range of songs, allowing them the opportunity to use pitch and rhythm and to sing with both staccato and legato structures. Teachers lead these sessions with enthusiasm, while demanding high standards of accuracy from the pupils. Pupils clearly enjoy the challenge and this was especially apparent when singing 'Underneath the Sea' in three parts, when the three sections were led by pupils themselves, rather than teachers. Pupils respond well to the sense of fun that is introduced in music lessons and, in choir, pupils especially enjoy singing 'Little People' with a developing cockney accent. Although pupils achieve excellent levels of singing they are not as competent at describing the feelings and moods that music conveys. Although a Year 6 class teacher encouraged the pupils to consider their response to the song they were learning, most pupils found this difficult and offered superficial interpretations. Year 6 pupils find it difficult to appraise music. They are able to name a range of musical styles, but have difficulty in describing the elements of these styles. Although pupils at Year 6 know how to play percussion instruments, they are not confident about naming instruments, and neither can they predict which notes on the glockenspiel will give a high or low sound. The high quality of teaching, and the sharp pace of the sessions, help all pupils, including those with special educational needs, and English as an additional language to make good progress.

125. The subject is excellently led and promoted by the co-ordinator. Although she has only been in post for nine weeks she has made an impact upon the teaching of music and is already supporting the raising of standards. She is writing a scheme of work based on the Qualifications and Curriculum Authority documents to ensure progression in the teaching of the subject. She supports lesson planning in Reception classes, and models good singing lessons across both key stages, thus promoting good teaching by non-specialist teachers. The subject is well resourced. There is a good supply of percussion instruments, ethnic instruments, and listening music, to enable pupils to broaden their skills in musical appreciation. Opportunities for pupils to perform together are being increased with the addition of a Recorder Club and Orchestra. The co-ordinator does not monitor classroom lessons, and this prevents her from knowing strengths and weaknesses in the teaching of the subject, especially at Key Stage 2. Pupils have opportunities to join the choir, receive musical tuition from the peripatetic teachers, and participate in school productions. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development when they reflect upon music, practise for performances and take part in stimulating workshops featuring musical instruments, and singers, from around the world.

PHYSICAL EDUCATION

126. Standards in physical education are average in both key stages. Progress and attainment, including that by pupils with special educational needs and English as an additional language are good at both key stages. There are no differences in standards between boys and girls in either key stage. Talented pupils are given opportunities to develop their skills in games activities and by attending County run courses.

127. The quality of teaching and learning of the subject is generally good at Key Stage 1 and promotes average standards although there are indications of above average standards in a Year 2 class. Only two lessons were observed, both in Year 2, and most pupils showed a good control and co-ordination in throwing, and receiving, bean bags and differently sized balls in a restricted space in the hall. They also showed a very good awareness of spacing from the moment they entered the hall, and throughout the whole class and paired activities. Teachers further developed this awareness by organising a whole class 'cooling down' session within a smaller, marked, coned area. Both class teachers were actively involved in the lessons demonstrating good practice, and insisting on quiet, sensible behaviour to ensure good, and very good, progress. During the lesson, a good link with literacy was observed when teachers encouraged pupils to suggest words like 'briskly' and 'dawdling' that are associated with walking. The use of pupils for demonstration purposes enabled their classmates to discuss differences in performance, leading to good improvement and refinement in the

skills of individual pupils. A good knowledge and understanding of the effects of exercise on the body and the reason why a 'warm up' and 'cool down' session is necessary appeared to be known by most pupils. This was apparent in the pupils' answers to teachers' questioning at the beginning of the lesson.

128. The quality of teaching and learning is also good, overall, at Key Stage 2. Five lessons were observed, two each in Years 3 and 5 and one in Year 6. The areas of dance, gymnastics and games were covered by observations. Swimming is carried out throughout the school, including the Reception classes, and it is likely that at least 75 per cent of pupils will be able to swim for 25 metres by the time they leave the school. In their gymnastic activities, most Year 3 pupils are able to choose and use appropriate skills and ideas in balance activities. Pupils of all abilities are able to demonstrate basic skills and show improved control and co-ordination from their work at Key Stage 1. Teachers encourage pupils to perform before the class and ask the remainder, 'what could be improved in this exercise?'. All pupils are able to create a 'mirror image' with a partner and demonstrate a short sequence comprised of a balance leading to a roll.

129. Very good relationships between teachers and their pupils enable them to feel confident when performing and it is apparent that pupils are very respectful of others' feelings when making assessments of their classmates' performance. This, in turn, leads to good progress in the gymnastic aspect of physical education. Teachers take every opportunity to remind pupils about the effect of exercise on the body which leads to very good awareness of health and safety by all pupils. Year 5 pupils show a good ability to evaluate and improve their own performance by watching others and this is actively encouraged by all teachers. Teachers in Year 5 used music very well in class dance sequences to stimulate pupils' movement and imagination. The success of this strategy was evident when observing the range of imaginative movement performed by all pupils to the 'Falcon Spirit Dance'. This planning was also well linked to Year 5's study of the Pharaohs. Teachers in this year group are also actively involved in the lesson demonstrating good practice in order to enhance pupils' learning. Teachers show a good awareness of health and safety. Good management and organisation of physical education lessons result in very good behaviour by pupils and a good acquisition of dance skills. Year 6 pupils also are encouraged to compare and comment on the performance of others and they use these observations well to improve their own performance. With encouragement from the teacher, nearly all pupils are able to talk about the effect of exercise on their bodies and its value to health and fitness.

130. All teachers observed during the inspection were confident in teaching the subject. The subject co-ordinator is keen and enthusiastic but has only been in the school for three weeks. She has the benefit of advice from the previous co-ordinator who is still in the school. The subject policy needs to be reviewed and revised, and this has been designated as a priority in the current planning. A new scheme of work is being formulated to match the recent re-introduction of full National Curriculum orders for the subject. This documentation will ensure sound progression in the subject for pupils of all abilities. The co-ordinator has not had the opportunity to monitor the teaching of physical education in such a short time. Assessment procedures are in place and pupils are assessed in relation the National Curriculum levels. The physical education curriculum is considerably enhanced by extra-curricular activities organised by the school. These include soccer, net-ball and cricket clubs and participation in competitive athletics during the summer term. Talented pupils also benefit from coaching by a professional footballer and county cricket coach and are encourage to take lead roles in dance when the school puts on a drama production. Year 5 pupils take part in a five day residential visit to Horsham where they participate in various outdoor pursuit activities. Resources for the subject are good, and pupils have the benefit of a large adjoining playing field for their games activities, particularly in the summer term. The internal hall is of a reasonable size for class lessons but the available area is slightly limited by the stowage of some physical education, music apparatus and general equipment. Equal opportunity is offered to boys and girls in all areas of the curriculum.

RELIGIOUS EDUCATION

131. Standards in religious education are above the expectations of the locally Agreed Syllabus at Key Stage 1 and Key Stage 2. As pupils move through the school, they make good progress, including pupils who have English as an additional language. Pupils with special educational needs are involved with all class activities and discussions and, with appropriate support and encouragement, make good progress.

132. The quality of teaching and learning at Key Stage 1 is good overall. During the inspection, it was only possible to observe teaching of religious education in Year 2. From the analysis of work and the observed lesson, the judgement is that pupils have a good understanding of Christianity and Judaism. They know many aspects of the life of Jesus and that Christians believe that Jesus is the Son of God. They realise that books are 'special' for varied reasons, and relate their understanding of books, which are 'special' to them with the Bible being a special book for Christians and the Torah for Jews. During an excellent Year 2 lesson, the teacher involved pupils very well by getting them to re-enact the story, while she told the story of 'The Prodigal Son'. She conveyed her very good subject knowledge well to the pupils enabling them to extend their learning and understanding of the underlying meaning of the parable. Her very good use of challenging, focused, open-ended questioning encouraged pupils to answer readily. Questions such as 'How do you think they feel?' 'What do you think the party conveyed to the son?' encouraged replies of 'Happy', 'I think the father had forgiven him'. After recapping on the story, the teacher asked 'Why do you think that Jesus told this story?' and the replies included 'to help people understand how to live their lives' and 'so that if they had an argument, they would forgive each other'. The good, brisk pace to the lesson and the teacher's enthusiasm, combined with the pupils' excellent behaviour, ensured that all pupils were interested and that their learning was extended.

133. The quality of teaching and learning is good overall at Key Stage 2 with some examples of excellent teaching and learning. By Year 6, pupils have a good insight into the traditions, beliefs, literature, symbols and festivals of Christianity, Judaism and Islam, and are beginning to learn about Hinduism. Year 6 pupils are able to compare Christianity with Judaism and Islam. They realise that there are similarities as well as differences between these religions; such as that each of these religions has one God or Allah, but only Christians believe that Jesus is the Son of God. They understand that there are different versions of the nativity in the Gospel of Saint Luke compared with that of the Gospel of Saint Matthew. They understand that holy texts, such as the Bible and the Torah, contain teachings and moral guidance that are helpful to people in their lives. Year 5 pupils explore the meaning of the parables and are developing a sense of empathy with those less fortunate than themselves. Although there are a high proportion of pupils with special educational needs within this class, all pupils made very good progress during the lesson. The teaching was very good, combining the story of 'The Ten Lepers' with pupils' own experiences. Pupils were enabled to understand how the lepers would have felt when banished from their homes, when they discussed times when they might have been excluded from something, such as a game. In the excellent Year 4 lesson, the teacher created a very supportive environment for pupils to discuss and develop responses on how people can be 'a good Samaritan' today. The excellent relationship between pupils and with the teacher allowed pupils to express their ideas confidently, as they knew that their responses would be treated with respect. The teacher used the power of the Bible story of 'The good Samaritan' to gain his pupils' interest and imagination. As a result of well-structured and thoughtful teaching, pupils were able to sit quietly with closed eyes, while they reflected on how today's homeless people might feel when people walk by. As a result of this lesson, pupils had a mature grasp of the meaning of the story and their spiritual awareness was heightened very effectively by the teacher's sensitive approach and very good subject knowledge.

134. A strength of the teaching and learning of religious education throughout the school is the sensitive way teachers create an environment of mutual trust and support, where pupils know that

everyone will treat their opinions with respect. The very good use of open-ended, perceptive questioning enables pupils to express their own ideas clearly. They learn to respect the beliefs of others and have tolerance towards different faiths. Although marking is generally appropriate, occasionally opportunities are missed to show pupils how they can improve their work. Pupils' work is assessed once each term.

135. The subject is very well led and resources are satisfactory overall, with Christianity being well resourced. The co-ordinator took up her post at the start of this academic year. There is a good policy for religious education and the co-ordinator is compiling a good new scheme of work, which complies with the locally agreed syllabus. The monitoring of teaching is insufficiently developed. Information and communication technology supports learning effectively. Literacy skills are developed well, such as discussions about religious beliefs and listening to Bible stories. However, writing and presentational skills are not always used well enough to improve pupils' attainment in writing. Pupils' spiritual, moral, social and cultural development is developed very well when they reflect on the underlying meaning of religious stories.