

# INSPECTION REPORT

## **RUDGWICK PRIMARY SCHOOL**

Rugwick, Horsham

LEA area: West Sussex

Unique reference number: 125849

Headteacher: Dawn Martin

Reporting inspector: Brian Espiner  
30600

Dates of inspection: 6 – 9 May 2003

Inspection number: 248714

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Tates Way Rudgwick West Sussex
Postcode:	RH12 3HW
Telephone number:	01403 822151
Fax number:	01403 823093
Appropriate authority:	The governing body
Name of chair of governors:	David Buckley
Date of previous inspection:	1 – 4 December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30600	Brian Espiner	Registered inspector	Mathematics Information and communication technology Art Design and technology	How well are pupils taught? How good are curricular and other opportunities? What the school should do to improve
9614	Carolyn Webb	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30705	Graham Stephens	Team inspector	English Geography History English as an additional language	The school's results and pupils' achievements How well is the school led and managed?
17456	Angela Smithers	Team inspector	Science Music Physical education Religious education Foundation Stage Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Rudgwick Primary School is a mixed community school with 162 pupils on roll. There are six classes, three of which, from Years 1 to 4, are mixed-year. A small proportion is entitled to free school meals. Five pupils are of Asian heritage, and three have a mixed-race background. Five pupils have English as an additional language (EAL), one of whom is at an early stage. Six pupils are from traveller families. Twenty six pupils are on the register of special educational needs (SEN), a proportion that is broadly in line with the national picture, and four pupils have Statements of SEN, an above average proportion. Attainment on entry is above average.

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

This is an effective school. Standards are above average. Attitudes and behaviour are good. Teaching and learning are satisfactory throughout the school, and often good. The headteacher leads the school very well, and leadership and management are good overall. The school provides satisfactory value for money.

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

- The headteacher leads the school very well, ensuring clear educational direction through highly appropriate priorities for development.
- The curriculum is suitably broad and balanced, and supported and extended by the very good provision of extra-curricular activities.
- The school is always conscious of the learning needs of pupils from different cultures or with disabilities, and includes all pupils very well in all its endeavours.
- There are very constructive relationships with partner institutions, and the local community contributes very well to pupils' learning.
- Parents have very high opinions of the school. The school's communication with parents is very good. Parents' involvement with their children's education has a very positive impact on the work of the school.
- The school has very good procedures for child protection and for ensuring pupils' welfare.

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

- Teachers do not always expect enough of pupils and their planning does not always cater for the needs of individuals, especially in foundation subjects.
- The assessment of pupils' attainment and progress is underdeveloped in some subjects.
- Management responsibilities are delegated well to subject leaders, but their contributions do not have enough impact on raising standards, and the deputy headteacher is underused in his management capacity.
- Most teachers do not regularly use marking to give suggestions for improvement.
- Information and communication technology (ICT) is not used enough in other subjects.
- Standards in design and technology (DT) are not high enough at Key Stage 2.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in December 1997, and there were seven major recommendations. The school has made good or very good progress in five of these areas; i.e., provision for religious education (RE) and ICT; schemes of work for all subjects; the greater involvement of the governing body; an improvement in the school development plan;

and the institution of annual appraisal for all teaching staff. There has been satisfactory improvement in the recommended areas of teaching. The greater involvement in management by subject leaders was not tackled early enough, and improvement has been unsatisfactory. Overall leadership and management have improved considerably, and standards remain above average. Improvement since the last inspection has been good overall.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	B	C	D
mathematics	B	B	C	D
science	C	A	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Year 6 test results in 2002 were adversely influenced by an unusually high number of pupils with SEN. In the Year 2 tests, results were above average in reading and writing, and very high in mathematics (within the top five per cent of schools nationally). Standards in the present Year 6 are above average in mathematics, science, art and geography, although attainment in geography is below expectations in Year 2. Standards in Year 6 are below expectations in DT, particularly in designing and reviewing, but attainment in Year 2 is in line with expectations. Not enough music was observed to make an overall judgement, but the standard of singing is satisfactory and often good. The attainment of Year 6 pupils in other subjects is broadly in line with expectations, including the basic skills of literacy. Standards in the basic skills of numeracy are well above average. Results over time are rising in line with national trends. Since pupils enter school with above average attainment, and leave the school still above average, progress is satisfactory, including that of pupils with SEN and EAL. In consultation with the local education authority (LEA), the school sets targets for the proportion of pupils in Year 6 reaching the expected standards in English and mathematics. The targets this year are too ambitious, and the school is unlikely to reach them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good. Pupils like coming to school.
Behaviour, in and out of classrooms	Behaviour is good in lessons, and exclusions are rare. Pupils are sometimes restless in assembly, and older pupils are sometimes too forward in their dealings with staff.
Personal development and relationships	Personal development is satisfactory, although pupils are not always given enough responsibility for their own learning. Relationships are good, between staff and pupils and amongst pupils themselves.
Attendance	Attendance is satisfactory and pupils are punctual.



## TEACHING AND LEARNING

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

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

Since pupils' progress over time is satisfactory, teaching and learning must also be satisfactory. This was borne out in lesson observations, although many observed lessons were good and some were very good. Two lessons were unsatisfactory. The best teaching and learning take place in lower juniors. Teaching and learning are satisfactory overall in English and mathematics, and good in the basic skills of numeracy. A particular strength in learning is pupils' intellectual, physical or creative effort. Class management and the use of homework are strengths in teaching throughout the school. However, teachers do not always expect enough of pupils' progress, and do not always plan for individual needs. From the unsatisfactory standards reached in DT, it can be concluded that the teaching and learning of DT are unsatisfactory at Key Stage 2 over time. From similar considerations, it can be concluded that teaching and learning are good in art and geography at Key Stage 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good. All statutory requirements are met. Extra-curricular provision is very good.
Provision for pupils with special educational needs	There is satisfactory provision for pupils with SEN. Those with Statements of SEN are supported well.
Provision for pupils with English as an additional language	This is satisfactory. The LEA assesses individual needs. Teachers and teaching assistants help these pupils alongside other pupils, although no teaching assistants are appointed specifically for EAL.
Provision for pupils' persona development, including their spiritual, moral, social and cultural development	The provision for pupils' moral, social and cultural development is good, including the provision for an awareness of our multicultural society. The provision for spiritual development is satisfactory, although the school does not regularly plan for spiritual development outside assemblies and RE lessons.
How well the school cares for its pupils	There are very good procedures for child protection and for ensuring pupils' welfare. Assessment procedures are good in English and mathematics but are underdeveloped in other subjects.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very good leader, and delegates work to subject leaders well. However, they do not have a big enough impact on raising standards in their subjects, and the deputy headteacher is underused.
How well the governors fulfil their responsibilities	The governing body is hard working and effective, and fulfils its responsibilities well. Governors have a good knowledge of the school's strengths and where it needs to improve, and play a full role in shaping the direction of the school.
The school's evaluation of its performance	The school monitors and evaluates its performance well and takes effective action.
The strategic use of resources	Educational priorities are supported well through the school's financial planning. The principles of best value (competition, comparison, consultation and challenge) are applied well.

There is a satisfactory match between teaching and support staff and the demands of the curriculum. Accommodation is very good, with large grounds and wooded areas used to enhance the curriculum. There are sufficient learning resources to cover the National Curriculum in all areas, and resources in ICT are good, a great improvement since the last inspection.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects all children to work hard and achieve their best.</li> <li>• The school is extremely well led and managed.</li> <li>• The school provides a range of very interesting activities outside lessons.</li> <li>• Children like school.</li> <li>• Parents feel comfortable about approaching the school with a question or a problem.</li> <li>• The teaching is good.</li> <li>• Children make good progress in school.</li> <li>• Behaviour in the school is good.</li> <li>• The school works closely with parents.</li> <li>• The school helps children to become mature and responsible.</li> <li>• Parents are kept well informed about how their children are getting on.</li> </ul>	<p>There are no areas that a substantial number of parents would like to see improved.</p>

The inspection team is happy to agree with almost all parents' positive views. Although much teaching is good, it is satisfactory overall. In the parents' questionnaire, 19 per cent of parents disagreed that their children got the right amount of work to do at home. At the parents' meeting with the registered and lay inspectors, it became obvious that some parents thought that their children had too little homework, and some thought that they had too much.

In fact, the provision of homework is very good at Key Stage 1 and good at Key Stage 2  
Some parents also expressed concern about mixed-year classes. These are working well.

## **PART B: COMMENTARY**

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

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

1. When children enter the reception year they are very articulate, have a good knowledge of the world around them, and are confident. They are more capable than would be expected nationally in their communication, language and literacy skills, their mathematical ability, their knowledge and understanding of the world, and their creative and physical development. The children have good personal and social skills. They make satisfactory progress in the reception year and achieve the Early Learning Goals (ELGs), which are the expected levels for children of this age. The majority is working within the early levels of the National Curriculum.
2. In the 2002 national tests, standards in Year 2 were above the national average in reading and writing and very high in mathematics. Compared with standards in schools with similar numbers of free school meals, attainment was in line with the national average in reading and writing and well above it in mathematics. There are no national tests for science for this age group but teachers' assessments showed that attainment was above average compared with national standards and inspection evidence indicates that this assessment was accurate.
3. In the national tests in 2002, standards in Year 6 were in line with the national average in English, mathematics and science. Compared with standards in schools with similar numbers of free school meals, attainment was below the national average in English, mathematics and science. The cohort had an unusually high proportion (a third) of pupils with SEN. Over the past four years, mathematics has improved in line with the national average, science has improved beyond this, peaking at well above average in 2001, whilst English has just kept in line with national averages overall, dropping below in 2000, above in 2001 and in line last year.
4. Standards in English are above average at the age of seven and in line at the age of 11 with a significant minority that will achieve standards above the national average. The current Year 6 class has been affected by a large turnover of pupils since Year 2, about 40 per cent. Inspection evidence indicates that both these pupils and those in Year 2 have made satisfactory progress. Although speaking and listening are satisfactory overall the school has correctly identified this as an area for further improvement. Inspection evidence indicates that teachers often expect pupils to listen for too long, consequently some pupils cannot rise to the challenge and fail to concentrate for long enough. Pupils in Year 2 read well and most are developing positive attitudes to reading. In Year 6, attitudes are more varied. There is not a coherent approach to the teaching of reading throughout the school, especially in Year 6. Pupils write for a range of purposes and in a variety of styles in subjects across the curriculum and achieve good standards by the age of seven as do a significant minority of pupils at 11. Spelling is generally accurate and handwriting is practised in all classes with many pupils writing in a cursive script by the time they leave Year 2. There was little evidence to indicate the regular use of computers to support pupils' writing.
5. Standards in mathematics are above average at the end of both key stages and progress is satisfactory throughout the school. Pupils' knowledge and understanding are well above average in number and generally better than in shape and space or

data handling. They have a good range of strategies to make mental arithmetic easier and they are generally quick and accurate, with several of the highest attainers in Year 6 being able to answer 100 random 'times-tables to 12' questions correctly in under three minutes. Pupils are not so adept at mathematical investigations and solving problems given in words because not enough emphasis is placed on this.

6. Standards for both seven and 11 year olds are above the national average in science. Pupils enter the reception class with a good knowledge and understanding of the world around them. This stands them in good stead for future learning in this subject and they make satisfactory progress as they move through the school. Consequently, pupils acquire a satisfactory knowledge and understanding of life processes, materials and their properties and physical processes. Pupils are not given enough opportunities to develop their scientific enquiry skills. In ICT, standards are in line with expectations at the end of both key stages. This is an improvement since the last inspection, although ICT is not used consistently in other subject areas. Year 6 pupils are confident in all areas of the subject except using spreadsheets, which they met in Year 5 but have forgotten.
7. Standards in geography are below national expectations at the age of seven but above at the age of 11. Therefore, pupils achieve very well in the junior classes. In the infant classes, the curriculum is too closely linked to Tudor history and also to transport. Recently work has started on a topic on water and pupils have learned, at home, the names of seas, oceans and rivers, and where they are located. They have also listened to explanations of the water cycle, a difficult concept for most Year 1 and 2 pupils. Standards should rise when the revised curriculum (described by the subject manager) is fully implemented. In the junior classes, the curriculum focuses on developing and applying geographical skills on location where possible and therefore with a sense of purpose. Very good cross-curricular links are also made with mathematics although the use of ICT could be further developed. Standards in art are in line with expectations in Year 2 and above expectations in Year 6. Pupils use a wide range of materials, and the work of several famous artists as a starting point. Many collaborative pieces, such as those done on art days, are of a very high standard. Pencil drawing in Year 6 is particularly good, demonstrating well-above average observational skills and very good draughtsmanship in line and shading.
8. In DT, standards are in line with expectations in Year 2 but below expectations in Year 6. Not enough emphasis is placed on the design and evaluation parts of the essential 'plan-do-review' nature of the subject, especially in Year 6, nor is there enough emphasis on learning the skills of tool usage; for example, Year 6 pupils have never used a hammer in their DT work.
9. Standards in other subjects are in line with national expectations, although it was not possible to make an overall judgement about music except in singing. Pupils sing tunefully and in two parts with appropriate pitch and diction, and standards here are in line with expectations. In PE, no swimming was observed, but records show that most pupils can swim the expected 25 metres by the time they leave school. In history, knowledge and understanding are in line with expectations and good use is made of local places of interest such as Hever Castle and in a Victorian school where pupils could enter into role for the day. The Internet is also used to aid historical enquiry. The locally agreed syllabus forms the basis of study in RE and all staff act as very good role models in creating a caring atmosphere throughout the school.
10. Pupils with SEN and EAL make satisfactory progress. They are supported well by teaching assistants in lessons. Planning to meet individual needs is recorded in

individual education plans (IEPs) that are updated regularly but day-to-day planning between class teachers and the SEN coordinator (SENCO) is informal and a more rigorous approach should be adopted if this group of pupils is to benefit fully from the attention they receive.

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

11. The school continues to promote the positive attitudes and values recorded at the time of the last inspection and is a lively, inclusive community where a caring family atmosphere prevails in which pupils are encouraged to learn. Children and pupils like their school and the majority arrives on or before time in the mornings. The few persistent latecomers are well known to the office. The attendance percentage, adversely affected by a very few whose attendance is poor and by holidays taken during term time, is now satisfactory after the slight improvement over the last year. Registration provides a purposeful start to the day and was very exciting when pupils in Years 3 and 4 learnt they had two tarantulas to observe!
12. Children in reception quickly learn what is acceptable and the difference between right and wrong. They want to please their teacher and listen carefully to what they should do. Working well together they concentrated hard deciding whether objects will sink or float and waited very patiently outside the surgery for the vet's attention. They are observant, one astutely commenting that the sun is lazy as it does not move at all. In Year 1 all look after each other, one remarking kindly to her less able friend 'it is semi not sammy circle' when they were asked to sit on the carpet during a science lesson, during which all had learnt with some surprise that not only did beans grow but that they made more. When designing and making a toy using one cam or more Year 5 pupils were so excited and engrossed in their tasks that they got onto their desks in their eagerness to participate. After some lessons, pupils are invited to signify by thumbs up, thumbs level or turned down how well they feel they have achieved and thus are involved in their own achievements. They are honest when considering this. All are keen to be given the weekly Star Award or to be named Polite Pupil of the Week.
13. Behaviour is good overall and very good at times. Pupils are enthusiastic about their lessons and relationships with adults and with their peers are good throughout the school. Generally pupils respond well to their teachers and want to learn. However, a few of the older pupils show a lack of respect and during the inspection occasionally indulged in unacceptable 'back-chat' with teachers. In assemblies some pupils of all ages, displayed silly behaviour which marred the occasion but they looked shame-faced when the headteacher expressed her disappointment at the end of the assembly. All know the three school rules and regard the sanctions as fair; for instance, none wish to be sent to work in another classroom or to have to re-do their work. There has been only one exclusion for a fixed term since September.
14. Outside in the playground, pupils respect the designated zoned areas, highlighted by their drawings, and all enjoy carefree play. The older ones try to look after the youngest children. Inevitably some minor incidents occur but these are quickly and efficiently dealt with by vigilant supervisors.
15. Pupils' personal development is good. They relish any opportunity to take responsibility and would like more. Class monitors carry out such duties as taking charge of the register and clearing tables conscientiously. House captains collect the points weekly and members are pleased when theirs is named as the house having the most points at the celebration every half term. Although all wear tee shirts in their

house colours when doing PE, the house system is only used on sports days competitively, and during the Year 6 visit to the Isle of Wight. Democratic elections take place in September for membership of the school council, when candidates 'fight' campaigns and the assembly hall is turned into a polling station. Meetings are chaired by one pupil and another takes the notes. Photographs of officers and copies of the latest minutes are displayed prominently on their notice board in the entrance hall. Participation contributes to their growing awareness of how the world outside school functions and how they can make a difference.

16. In the absence of a local community police liaison officer, one of the governors, an ex-policeman, speaks to pupils about the difficulties and dangers to be found outside their school environment and how best to cope with these. Other visiting speakers ensure they are aware of those less fortunate than themselves. Pupils develop a strong sense of justice as they progress through the school and are well prepared for their transfer to secondary school to which they look forward with well-placed confidence.

## **HOW WELL ARE PUPILS TAUGHT?**

17. Teaching and learning are satisfactory throughout the school, and often good. Teachers use homework well at Key Stage 2 and very well at Key Stage 1, and this contributes to raising standards. Class management is good. Coupled with good relationships between staff and pupils and amongst pupils themselves, this ensures that pupils work hard and do their best. They enjoy learning and are justifiably proud of their efforts.
18. Of the 47 lessons observed, two were unsatisfactory. In both of these, the teacher's expectations of how much pupils could achieve were not high enough. What pupils were supposed to learn had not been thought through sufficiently well and there was not enough challenge or pace. Consequently, pupils did not learn enough. A scrutiny of pupils' work showed that they are sometimes not challenged enough because of this lack of expectation on the part of the teachers concerned, so these lessons are not altogether atypical, although they are a small minority. Analysis of pupils' work also showed that, apart from in English and mathematics, teachers do not always plan sufficiently well for the needs of different groups and individuals. This is compounded by not having comprehensive systems for assessment and tracking progress except in English and mathematics.
19. In the observed English and mathematics lessons, teaching and learning were good, but it can be concluded that they must be satisfactory overall, again taking account of work analysis and progress over time. However, progress is good in the basic skills of numeracy, so teaching and learning are good here. This was reflected in lessons and in pupils' very good knowledge and understanding of mental arithmetic and strategies.
20. The quality of teaching at the Foundation Stage is satisfactory overall. Planning takes account of national guidance for children of this age. An appropriate range of activities is planned but it does not include sufficient detail on what children of different abilities should achieve. Children are expected to sit and listen for long periods and so there is not enough time for learning to be reinforced through practical tasks. Sometimes experiences are suitable for older pupils; for example, explaining the meaning behind the story of Noah's Ark. Questioning is used frequently but children are not given sufficient opportunity to use their good language skills, and single-word answers are the usual response. Relationships are very good.

21. Teachers have satisfactory, and often good, knowledge and understanding of the subjects in the National Curriculum, and teaching methods are often effective or very effective. For example, in a very good ICT lesson at Key Stage 2, almost all the learning was of a practical nature, with all pupils experimenting with a tree-structure hierarchical database program to sort out minibeasts. This was nicely linked to what they were studying in science. The teacher was very well prepared, with an intimate knowledge of the program used. Pupils displayed a great deal of curiosity, worked enthusiastically, and learned a lot.
22. In some classes, pupils are not given enough opportunities to work independently, and there is sometimes too much teacher-directed work, including copying from the board or using work sheets that do not challenge pupils enough. For example, in work on DT at Key Stage 2, pupils often make exactly the same model, having been directed by the teacher. An example was found of pupils having to fill in the missing words in a passage from a list supplied by the teacher, even though some pupils would have been able to do this lower down the school. Children in the reception class show an independence above that usually found at the Foundation Stage, although this is not always fully capitalised on.
23. The school has a system of sharing with pupils what they are going to learn in lessons, and all teachers use this system. Consequently, pupils know what they have to do and what they are trying to achieve in their learning. This fires their interest and gives them confidence, so they concentrate and the pace of the lesson is usually kept up. For example, in a very good mathematics lesson at Key Stage 2, pupils knew that they were going to learn a new method for subtraction with large numbers which could be extended in the future to mental arithmetic. Since this helped them to do the work more easily than in using the standard method, which most of them found difficult where thousands were concerned, they were eager to get on with it, and enjoyed their success. The more-able pupils could use the standard method of decomposition successfully, so they were given work to do with this method as well.
24. Some teachers use marking very well to give suggestions for improvement and short-term targets. However, the majority relies only on ticks and encouraging comments. Whilst these are important and the marking itself is conscientious, in general marking is not used well enough to raise standards and help pupils to progress quickly.
25. One very good lesson, in music at Key Stage 2, illustrates well what teachers are doing when they get it right. The pupils were increasing their knowledge and understanding of putting sounds together to create moods and feelings, using pictures by well-known artists to set the scene. The teacher gave a multi-media presentation to illustrate the pictures and collect ideas for possible language use. Pupils were encouraged to use percussion instruments to get louder or softer while composing 'scary' music. They were absorbed in the task and showed mature attitudes. They organised each other and listened to suggestions, taking responsibility and using their initiative to improve their own learning; for example, the best way of producing a crescendo to sound like a scream. All these examples of good practice were observed in other lessons.



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

26. Curricular and other opportunities are good. The curriculum is broad and balanced, and all the statutory requirements of the National Curriculum and the locally agreed syllabus for RE are met well. The school has a daily act of collective worship, largely Christian in nature. At the Foundation Stage, curricular opportunities are firmly based on the ELGs, the standards expected of children of this age, and these are satisfactory.
27. The school uses the National Literacy Strategy satisfactorily and the National Numeracy Strategy well. This makes a good contribution to the high standards in numeracy. Mathematics is supported well in other subjects, too, particularly in geography, especially in Year 6. However, the school does not plan for enough mathematical investigation and problem solving, except in the higher sets of the mixed Key Stage 2 lesson that happens once a week. The basic skills of literacy are supported satisfactorily in other subjects. In science, there is not enough planning for older and more-able pupils to plan their own experiments or choose the equipment they would like to use. The school does not plan enough to use ICT in other subjects.
28. All subjects have a scheme of work, a good improvement since the last inspection where this was a key issue. The school now uses nationally recommended schemes for science, ICT, geography and history. The schemes used for art and PE are good. The school, sensibly, is changing the scheme for music to reflect the fact that there is no specialist at the school. The school is aware that the scheme of work for DT needs updating, and this is planned. Other major recommendations from the last inspection were to improve the provision for ICT and RE, and increase the time given to teaching these subjects and English. All this has been done well.
29. Curricular planning takes into account the needs of individuals and groups. In practice, however, there is less different provision by content than is catered for in the planning, except in mathematics. Subject leaders are not rigorous enough in their monitoring of this. The role of subject leaders was a key issue at the time of the last inspection, and improvement here has been unsatisfactory, as the issue was not resolved well enough before the headteacher was appointed.
30. Because the school roll was falling until the headteacher took up her post, the school had to reduce the number of classes from seven to six, necessitating mixed-year classes. Parents, understandably, expressed concern about this, so the inspection team looked at curricular provision in these classes closely. The change has been managed very well, with exhaustive models produced by the school for all possible curricular problems for several years into the future, and a working party involving parents to look at all the possibilities. Mixed-year classes are working well, with benefits outweighing drawbacks. If the present increase in the school roll continues, mixed-age classes will not be necessary in a few years' time. Meanwhile, the school has dealt very well with the curricular implications.
31. Several school initiatives support and develop the curriculum very well; for example, art days or science weeks, where the whole school concentrates on one area in depth, with input from outside specialists. Pupils of all ages said that they really enjoyed these special times, and it was obvious that they had learned a lot and retained the associated knowledge and understanding well. For example, the collaborative work done in the most recent art day was of a very high standard, and school records, displayed work and photographs show that this happens regularly.

32. Extra-curricular activities are very good. The headteacher has introduced an extensive range of clubs - some before school, some after, and some at lunchtime. These are all oversubscribed, and pupils and parents, justifiably, are very enthusiastic about this relatively new provision. Various groups and individuals come into school to give pupils the benefit of their experience; for example, pupils were very excited about a helicopter landing on the field. The school arranges several trips to places of interest every year; for example, to Hever castle in studying Tudor history, to Preston Manor in Brighton, and to the River Arun in Horsham. There are also several visits each year to the local Riverside Farm. The school's provision of residential visits is also better than that found in most schools. Year 4 pupils camp in the school grounds for two nights. Provision for pupils from travelling families is particularly good, here, with arrangements being made to take these pupils home at 10 pm and bring them back at 7.30 am. Year 5 pupils spend three nights at Osmington Bay in Dorset. They spoke with great enthusiasm and excitement about their experiences here. Year 6 pupils go the Isle of Wight for a week. These experiences encourage independence and self-reliance, as well as adding to their knowledge and understanding of several curricular areas.
33. There are well-established procedures for personal, social and health education and citizenship. Sex education takes place mostly in Years 5 and 6, although pupils are prepared sensitively for this in lower years. The school nurse is closely involved. Education about the misuse of drugs is undertaken by class teachers and a school governor who is an ex-police officer.
34. The school is an inclusive and caring community, in which all members are equally valued and their achievements, whether academic or personal, are celebrated by all. Pupils with special educational or other needs, those who have EAL or physical difficulties, and the children of traveller families are very well integrated, supported and cared for by their peers and the school's provision for them. Parents and staff work very well in partnership to ensure that all pupils are well supported and receive the same chances to achieve success in their education.
35. Pupils identified as having SEN have detailed IEPs, which are drawn up and implemented by the class teachers. The staff are supported by the SENCO. Individual education plans are reviewed regularly with parents, and outside help is called in when it is appropriate. Very able pupils have been identified and targets set to challenge them. However, planning does not identify how these needs will be met in all day-to-day sessions. The provision is satisfactory for both these groups of pupils. Pupils with statements of SEN are fully included in the life of the school and the provision for them is good. The well-designed accommodation means that pupils with physical disabilities can be effectively catered for.
36. The school has very good links with the local community and partner institutions. The local vicar often takes assemblies. The school has arranged for various local shops and public houses to have boxes for educational vouchers to be deposited. The nearby pre-school is involved with the school's application for the LEA Kite Mark for under-fives' provision. There are very good links with the Weald Secondary Technology School in Billingshurst, where most pupils transfer to. This includes outreach provision at Rudgwick for adults, which results in extra computer provision for the school, as well as several teachers from the Weald coming into school; for example, for science week. The school also has a very good relationship with Rikkyo, the local Japanese school. Again, teachers from Rikkyo come into Rudgwick on special occasions. Several of the school's pupils are children of the staff at Rikkyo.

37. The provision for pupils' spiritual, moral, social and cultural development is good overall. For their spiritual development, provision is satisfactory, although almost all of this provision is planned in RE or assemblies, and more should be done to plan it into other areas of the curriculum, as was suggested in the last inspection report. In three of the assemblies observed during the inspection, pupils did not respond well to the spiritual dimension offered. For example, in an assembly concerned with meditation in the Hindu religion, pupils were inattentive and some giggled at inappropriate moments. In the fourth assembly, concerned with singing and giving out rewards, pupils responded very well to the spiritual dimension offered concerning their knowledge of themselves in the wider world, and it was a joy to witness it.
38. The provision for pupils' moral and social development is good. Pupils are very aware of what is right and what is wrong. All staff provide good role models. There are three very simple and effective school rules, and pupils know these well, agree that they are right, and generally abide by them. The class and school councils give the opportunity for development of social skills, as do the very good residential visits.
39. Pupils' cultural development is provided for well. All areas of indigenous culture are reinforced very well by very English activities; for example, cricket, maypole dancing, and the country dancing club, along with the work done in lessons, especially history. European culture is examined in music and art. The school is at a disadvantage in not having many parents and grandparents from ethnic minority cultures, but what it has it uses well, and pupils are well prepared for living in a multicultural society. Asian parents come into school regularly to give their experience of different cultures, and pupils visit a Mosque to experience Islam at first hand. The traveller culture is also considered well.

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

40. Pupils' health, welfare and safety are high priorities for the school. The health and safety policy has just been reviewed and security is tight. Risk assessments are carried out at regular intervals and the premises and site officer deals with what he can on his daily round. All staff have been trained in first aid and practice of this is good. All teachers and most support staff attended the child protection training held during a staff meeting earlier this year. Very good procedures are followed in the event of any concerns and there is effective liaison with external agencies. Pastoral care is one of the strengths of the school's provision.
41. The school has good systems to promote and monitor attendance, and has successfully targeted this over the last year. Silver and gold certificates are awarded for 98 per cent and 100 per cent attendance respectively and pupils are proud to receive these. The vast majority of parents inform the school why their child is absent and arrange their holidays with care. Because of external circumstances the education welfare officer has not visited for some time.
42. The behaviour policy is due for review in June although current procedures for promoting and monitoring behaviour are good. The three basic rules are well known and teachers have high expectations of pupils' behaviour. The effective sanctions include standing outside their classroom and pupils are reluctant to incur these. The few pupils on behaviour report are well supported in achieving their targets. Bullying or racist remarks are not tolerated and exclusion is very rarely necessary.
43. Personal development is recorded in pupils' annual reports and monitoring is reliant on teachers' knowledge. These procedures are satisfactory. Pupils are given

sufficient opportunities to take responsibility although these are largely adult-directed and there are missed opportunities for them to do more particularly at the upper end of the school. Monitors are appointed in classes for a variety of tasks, such as taking charge of the registers, clearing tables and generally assisting teachers. Captains and vice-captains are elected for each of the three houses but have little to do other than to collect the house points once a week. The leavers' concert, organised by Year 6 pupils with little adult help, is a good but fairly rare example of these pupils' initiative. However, Year 5 pupils have instigated charity fundraising for a range of appeals through events such as sales of hand-made goods, concerts, tombolas, dressing-up days and sponsored activities.

44. Through themes raised in assemblies, discussions in Circle Time and debates in class councils in addition to talks from visiting speakers, pupils are made aware of moral and social issues as well as of their responsibilities as citizens in Britain's multi-cultural society. The school council meets regularly and is a good example of the democratic process although representatives regret they have no timetabled opportunity to feed back to their peers. Residential trips, undertaken and much enjoyed in Years 4, 5 and 6, boost pupils' self-esteem and confidence and play an important part in their personal development.
45. Assessment procedures are in place for the Foundation Stage, English, mathematics and science through the local and national tests. Additional standardised tests are used for junior pupils. These procedures are satisfactory. Although information is collected on pupils' achievements, these are not analysed and used sufficiently to improve their performance. Gradually, the headteacher is analysing the results to give a broader picture of how groups of pupils perform. This year there was an analysis of the strengths and weaknesses of the mathematics and science curricula, which should have an impact on the provision in the future. The whole process is in the early stages of implementation and is behind what is found in many other schools.
46. Assessment through observation is an integral part of the Foundation Stage curriculum and records are kept for children in the reception class. The assessment of pupils' achievements in the foundation subjects in the infants and juniors is unsatisfactory, as it is inconsistent and depends on individual teachers. The majority of subject leaders are not able to make a judgement on standards in their subject in relation to the specific attainment targets of the National Curriculum. There is insufficient guidance within school for individual teachers. Assessment criteria have just been put in place for PE.
47. Assessment information has started to be used to track individual pupil's progress in English and mathematics and this will be a useful model upon which to build future work. Pupils are set for mathematics once a week, which is giving less-able pupils more confidence and improving their performance while providing a greater challenge for the more able. The use of individual targets is now an integral part of teaching and learning in English and mathematics, but not in other subjects. The school, as a whole, does not have a clear picture of where pupils are at present, what they need to do to improve individual achievement, and what can be expected of the pupils. Except in English and mathematics, pupils are not always aware of how they can improve from the information given to them and so take responsibility for trying to make their work better.

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

48. The school continues to enjoy a very good relationship and very good links with parents. They strongly support the school's aims and ambitions for their children and are unstinting in their praise for the headteacher and the changes she has effected since her appointment. Many willing parents and grandparents offer their help. Some listen to reading or help in the library or in classes, and others are proud to accompany children on educational visits or to assist with the many extra-curricular activities. Almost all parents help with homework, and those whose children are fortunate enough to be accepted for homework club are delighted. Whenever invited to school productions, harvest festival celebration or class assemblies parents' attendance is overwhelming as they and other relatives crowd in to celebrate what their children can do.
49. The parent teacher association runs interesting and successful fund-raising events such as the Summer and Christmas Fairs. It raised over £9000 last year to augment the school's resources. Members of the local community as well as parents attend these events but they are run and organised by the dedicated few who could do with more help, they say.
50. Parents are very well informed about their children's progress through the regular, very well attended parents' evenings and the annual report. They know they can approach staff at other times if they have concerns. The governors' annual report and the school parents' handbook are detailed, user-friendly and useful. The weekly newsletter is much appreciated and as a result parents know what is happening at school and are given good notice of future events. Other letters are sent home as and when necessary. All parents sign the home/school agreement every year. The home contact book is particularly well used by some teachers as a very effective means of communication between parent and school. Parents whose children have special educational or other needs and those who speak EAL are well supported and informed. The school works well with the traveller education support officer to make sure that parents receive and understand all written communications. Friendly office staff are always willingly to help any parent who needs their assistance.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

51. The leadership of the headteacher is very good. Appointed in April 2002, she has, with support of all staff, set out a clear vision for the school. She has established very good communication links with parents through the publication of a weekly newsletter, worked hard reorganising classes necessitated by a reduction in pupil numbers and set up procedures aimed at improving the quality of teaching and raising standards. She is supported well by the governing body, which shares her vision. This vision is reflected in the school development plan and all governors and staff, both teaching and non-teaching, have the opportunity to play a full and active part in its formation and review. This plan reflects a genuine commitment to improvement and the school has a good capacity to succeed in this.
52. The headteacher manages aspects of the school well. Soon after her appointment she identified the need to review management responsibilities. Consequently procedures and job descriptions were reviewed and arrangements set in place for the regular monitoring of planning, teaching and the scrutiny of work. Appropriate training was organised and the West Sussex Inspection and Advisory Service supported the headteacher in this. At the time of the inspection these procedures had made little impact on standards partly because they had not been in place for long enough and also because further training of key staff in planning, lesson observation and the overall pro-active management of their subjects is required. The deputy headteacher,

- although very caring and supportive of both the headteacher and staff, does not have sufficient impact on either short or longer-term strategic planning and his management role within the school needs to be developed further.
53. Procedures relating to the government's initiative on performance management are securely in place. All staff have been observed teaching by the headteacher and action plans drawn up as a result. In addition, all teaching assistants have been fully involved in the process and have also been given targets for improvement and their training needs identified. All targets for both teaching and non-teaching staff, although taking account of individual need, are sensibly tied into the school development plan. So far the headteacher has assumed responsibility for most of this process and the involvement of other senior staff needs to be increased in order to support the headteacher in her management role. At the moment she does too much.
54. The governing body is informed and effective in fulfilling its responsibilities, and supports the school well. It is well led by the chair of governors who visits the school regularly and has established a close and effective working relationship with the headteacher. Consequently he has a good overview of systems and procedures and is able to offer the headteacher very good support in her management of change. Governors have a good knowledge and understanding of the school's strengths and where it needs to improve. They have followed the advice of the headteacher and assumed responsibilities for subject areas, and most are able to visit the school to talk to subject leaders and pupils and to observe teaching and learning. The finance committee is very well supported by the office manager, also a governor, who is not only very well informed but has also set up excellent procedures regarding the management of finance. She uses new technology very well to monitor spending and attendance and also the tracking of pupils' progress, producing detailed data for staff when required. Financial planning supports the school's priorities well and the budget deficit, inherited by the headteacher, has now been reduced to approximately two per cent of the overall budget. Specific grants are used effectively, notably to provide additional teaching assistant time to support both class teachers and pupils in their learning. Governors are very aware of the need to acquire competitive quotations for both building work and re-decoration and they liaise well with the caretaker in the monitoring of the premises both regarding maintenance and health and safety.
55. The management of SEN is satisfactory, but planning for individual support for pupils between the teachers and the SENCO is informal and this does not make for the best use of her time throughout the sessions.
56. Staffing matches the demands of the curriculum and, although there have been some changes recently, is stable overall. New staff are inducted well and the school gives very good support to newly qualified teachers.
57. The accommodation is very good overall. Classrooms are of an adequate size and the reduction to six classes means that a room can be set aside to house the well-organised library as well as being used for group work. In addition there are two other rooms available. The school has generous fields and backs onto a conservation area. The outdoor facilities for the Foundation Stage have recently been improved considerably and a new centralised computer suite is easily accessible by all classes. The governors report that some of the flat roofs have only had temporary repairs and that some subsidence has occurred and is being monitored.
58. Learning resources are satisfactory overall but the provision for ICT is good with plans in hand to expand the number of computers still further. The school acknowledges that reading scheme books now need to be updated and the number of books in the

library to be expanded as funding allows. All subject leaders review both the quantity and quality of resources for their subject areas annually as part of their overall responsibilities.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

59. In order to improve standards further, the school should:

- (1) Raise teachers' expectations of what pupils can achieve, and ensure that teachers' planning always takes account of pupils' differing abilities and needs. (paragraphs 18, 22, 29, 75, 86, 89)
- (2) Improve systems of assessing pupils' progress so that they are comprehensive and consistent and guide teachers' planning of lessons in all subjects, and ensure that marking gives suggestions on how pupils can improve their work whenever necessary. (paragraphs 18, 24, 47, 82, 86, 91, 110, 128)
- (3) By providing suitable training, enable subject leaders to raise standards in their subjects more effectively, and the deputy headteacher to make a greater contribution to the leadership and management of the school. (paragraphs 29, 46, 52, 53, 76, 84, 92, 125)
- (4) Ensure that ICT is used more consistently in other subjects. (paragraphs 6, 7, 27, 91, 111)
- (5) Improve standards in DT at Key Stage 2, by placing the correct emphasis on the plan-do-review nature of the subject and giving pupils more opportunities to work independently. (paragraphs 8, 101)

### **Other things the school should consider**

- Increase the emphasis on mathematical investigation and problem solving throughout the school. (paragraphs 5, 27, 80)
- Plan for more opportunities for speaking and discussion, and reduce the emphasis on listening found in too many lessons. (paragraphs 20, 22, 61, 68, 69, 75, 122)
- Actively arrange for more opportunities for pupils' spiritual development throughout the curriculum. (paragraph 37)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	100

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	19	21	2	0	0
Percentage	0	11	40	45	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	162
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	10

### Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.5	School data	0.1
National comparative data	5.4	National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	-	-	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	88 (95)	92 (95)	92 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	24	24	25
Percentage of pupils at NC level 2 or above	School	92 (95)	92 (95)	96 (100)
	National	85 (85)	89 (89)	89 (89)

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

Individual boy/girl figures are not shown due to the small number of girls being less than ten.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	14
	Girls	14	13	14
	Total	24	26	28
Percentage of pupils at NC level 4 or above	School	80 (79)	87 (75)	93 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	14	13	15
	Total	26	26	29
Percentage of pupils at NC level 4 or above	School	87 (75)	87 (79)	97 (89)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	136	1	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	7	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

## **Teachers and classes**

### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	21.6
Average class size	27

### **Education support staff: YR – Y6**

Total number of education support staff	13
Total aggregate hours worked per week	120.75

### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

## **Financial information**

Financial year	2002-03
	£
Total income	439,303
Total expenditure	442,173
Expenditure per pupil	2,616
Balance brought forward from previous year	-12,380
Balance carried forward to next year	-6,190

## **Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	166
Number of questionnaires returned	95

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	1	1	2
My child is making good progress in school.	48	45	5	2	0
Behaviour in the school is good.	44	49	4	0	2
My child gets the right amount of work to do at home.	42	38	19	0	1
The teaching is good.	67	27	3	0	2
I am kept well informed about how my child is getting on.	51	37	11	0	2
I would feel comfortable about approaching the school with questions or a problem.	82	13	4	0	1
The school expects my child to work hard and achieve his or her best.	71	28	8	0	0
The school works closely with parents.	63	28	8	0	0
The school is well led and managed.	77	21	2	0	0
The school is helping my child become mature and responsible.	60	29	4	0	6
The school provides an interesting range of activities outside lessons.	77	20	1	1	1

## **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**

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

60. When children enter school they are interested and well motivated in their learning. By the end of the Foundation Stage the majority of children are likely to exceed the expected ELGs in this area. Children are keen to learn and show independence when they have the opportunity to select tasks. They have good concentration and work consistently at activities for long periods of time. They know how to share and co-operate with other children and do so through a range of activities. Children are taught to understand the difference between right and wrong actions and the adults working with the children provide good role models, treating one another and the children with respect. The organisation enables children to make independent selections, initiate ideas and solve simple practical problems. Relationships are good.

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

61. Children have good communication, language and literacy skills. They speak confidently, and the majority interacts with others, negotiating plans and activities and taking turns in conversation. They talk to adults and one another using complex sentences structures and a varied and interesting vocabulary. For example, they talk about the animals in books with one child saying; 'the elephant lives in Africa and I have seen one, he has long white tusks'. They listen well and are able to respond to what they have heard. When they are expected to listen for too long the listening becomes passive. They use language to imagine and recreate roles and experiences; for example, while tending sick animals in the hospital. They have a good knowledge of letter sounds. Children use their phonic knowledge to write simple words. They read simple text with accurate word match, use initial-letter and context cues, and enjoy reading and listening to stories. Higher-attaining children know that books containing facts are non-fiction and that within the library system books with similar content can be colour coded. All children including those with SEN and EAL make satisfactory progress.

#### **Mathematical development**

62. Children enter the reception class with good levels of mathematical knowledge and vocabulary and they make satisfactory progress. They use mathematical language to describe quantity, shape, position and size. Children have a very good knowledge of numbers to ten and are beginning to work confidently with numbers to twenty. They can say which number is greater and smaller than other numbers; for example, six is less than ten. Children use shapes to create a collage and correctly thread square beads to follow a pattern. They know the names of a good range of both two- and three-dimensional shapes. They are familiar with the months of the year and the difference between day-time and night-time. They engage in a discussion about the quickest way of doing something during role play.

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

63. Children's knowledge and understanding of the world are good. They understand that some objects float when put in water and others sink. They are able to make appropriate guesses as to which objects will sink or float and put them in a set. They know the names of the babies of some animals. The majority knows where they live and can tell adults how they get to school. Children are dexterous, using the computer and mouse to click and drag to hide objects for their partner to find. They are completely captivated by the Japanese customs they experience and enjoy making carp streamers and helmets to use for themselves.

## **Creative development**

64. Children enjoy painting and using a variety of textures to create collages. They have opportunities to use their imagination, in both two and three-dimensional tasks, and in individual, small group and whole class projects. Children enjoy printing shapes on the rectangular body of an animal exploring what happens as they paint one colour over another. They realise that they can create day and night by painting a colour wash over their crayoned picture. Children make up complicated stories and act them out. They enjoy singing 'The Grand Old Duke of York' and tapping out the rhythms of their names.

## **Physical development**

65. Children make satisfactory progress in their physical development. By the end of the reception year they have good coordination and control of their movements. They are confident pedalling wheeled toys. They showed a good understanding of the use of space while moving confidently and with good co-ordination during the specific physical education session in the hall. This session was challenging but the children really enjoyed it and tried really hard to do their very best curling and stretching over apparatus. They can dress and undress themselves with the majority able to do up accessible buttons and put shoes on the correct feet.
66. The accommodation is bright and spacious and recently has been enhanced by an outdoor classroom. This now needs further resources to extend the experiences children receive. Many of the captions supporting children's learning in the classroom are placed too high for easy sight-reading. The curriculum is enhanced by the range of other opportunities provided; for example, visits to the local farm and the arrival of a helicopter on the school field.

## **ENGLISH**

67. Pupils enter the school with language skills that are above average. Teaching is satisfactory and consequently pupils continue to attain standards that are above average at the end of Year 2, which represents satisfactory achievement. At the end of Year 6 standards are currently in line with those expected nationally with a significant minority of pupils that will achieve standards above this. Inspection evidence indicates that this year group has experienced a 40 per cent turnover of pupils between Year 2 and Year 6 with the majority of those remaining achieving satisfactorily as they move through the junior classes. Last year's Year 6 group contained a high percentage of pupils with SEN and this had a negative impact on overall results when national tests were completed, with the pupils attaining standards in line with the national average.

68. Standards in speaking and listening are average by the end of Year 2 with a significant minority achieving standards above this. Although teachers sometimes question well (as observed during an English lesson in Year 2/3 class when pupils were asked to justify their comments on a poem), pupils are often expected to listen for too long. For example, in a geography lesson involving two classes, pupils sat listening and answering questions for 45 minutes broken by just 15 minutes for group activities. These activities were designed to encourage discussion across three year-groups and although this aspect of the session was successful many pupils were finding it difficult to concentrate and listen well by the end of the lesson. Pupils need to be given more opportunities to speak to each other and report back to the group, with encouragement to reflect and comment on each other's contributions.
69. By the end of Year 6, standards in speaking and listening remain in line with those expected nationally. Some teachers have very high expectations regarding speaking and listening skills; for example, in a Year 3/4 class when information was delivered with pace and questions were asked to encourage reflection, maintain interest and include all pupils in the discussion irrespective of ability. Speaking and listening skills for the majority are less well developed in Year 6 when, for example, the teacher either engages in long and protracted explanations or in conversations that are not directly related to the subject, thereby creating an opportunity for some pupils to lose concentration.
70. Standards in reading are above average at the end of Year 2. Teachers model reading well, as observed in a Year 1/2 class when pupils read with the teacher, using very good expression and showing an awareness of punctuation. A minority of pupils reach a standard that is well above national expectations. These pupils introduce different voices for the different characters, predict events and talk with confidence about the books that they read. For example, explaining why Jacqueline Wilson was her favourite author, one said, "Her books are really exciting. They paint a picture in my head and I can imagine what's going on." Interviews with pupils indicate that they have developed appropriate strategies when trying to decipher unknown words, strategies such as 'splitting it up,' or 'sounding it out,' but none suggested looking at the words in the context of the rest of the passage. All pupils are encouraged to take books home to read to their parents and they also read regularly to an adult at school. They are developing positive attitudes to reading by the time they leave Year 2.
71. By the end of Year 6, standards in reading are average and many pupils, especially boys, lack an enthusiasm for books. In contrast, pupils in Year 5 speak with enthusiasm about their reading. For example, when asked if he had read any of Philip Pullman's novels, one pupil replied, "No, I tried one but found the plot too difficult. I will try to read his books when I'm older." More needs to be done to promote positive attitudes to reading in Year 6. Currently no systematic records are kept and one pupil was still reading a book borrowed from the school library in January, almost four months earlier. Again, in contrast, pupils in Year 3/4 keep Reading Review booklets that reflect a wide range of books read, with comments about individual titles. No guided reading was observed in any classes during the literacy hour, although a reading activity did follow registration in some classes. In order to raise standards further and to ensure that all pupils develop a positive attitude toward reading, a strategy to promote the teaching of reading and especially the higher order reading skills needs to be applied consistently throughout the school and especially in Year 6.
72. Standards of writing are above average at the end of Year 2. The analysis of work shows that above-average pupils are beginning to show an awareness of audience as one begins a letter to a friend, 'Dear Veronica, Wow! What a day I have had.'

Spellings are set and learned regularly and whilst these are often different according to the needs of the pupil, books indicate that other tasks set are often similar irrespective of the pupils' ability. In Year 2/3 lessons, pupils demonstrated an understanding of the term 'simile' by writing several examples including 'seaweed as shiny as a necklace,' and 'crumbly crevasses with tasselly seaweed like lush green grass.' In Year 1/2, Year 2 pupils began to write stories and show an understanding of the need to capture the reader's attention - 'In the forest was a river, clear and clean.' Handwriting is practised regularly and most books reflected progress with the majority of pupils now attempting to join their letters. Marking is mostly ticks and occasional positive comments but it supports learning well when it challenges the pupils to reflect on work completed, for example, 'remember to check that none of your sentences are questions and need a question mark.' On another occasion, after the teacher had reminded the pupil to use connectives other than 'then,' the pupil immediately started using a range such as 'at last', 'suddenly', 'immediately', improving the quality of the written work as a result. Homework supports learning very well in both classes. It is set regularly and teachers are well supported by parents in ensuring its completion.

73. Standards of writing in Year 6 are average overall but a significant minority achieves standards that are above this. Scrutiny shows an adequate range of writing for different audiences and different purposes. One piece of descriptive writing in Year 6 begins, 'A glistening blanket covers the world, as the old tin mine looks out onto the snow-covered earth'. Another example of good writing was observed in the instructions on how to make a model car in DT. Other examples of report and letter writing, descriptions, explanations and accounts were recorded in different subjects across the full range of the curriculum. In Year 5 pupils write poems in the style of Hiawatha by Longfellow and one pupil wrote:

*'Saw the frost on silvered branches  
Silver, sparkling, frosted branches'.*

74. Handwriting is taught in all classes but in Year 6 handwriting practice is less consistent. Books are marked regularly but the most effective marking has a positive impact on the learning process; for example, when the teacher in Year 3/4 writes 'you need to explain who is talking'. In the same class pupils are very well prepared to write a formal, persuasive letter on the disadvantages and advantages of zoos. Pupils discussed the pros and cons in twos before forming an opinion and working very well collaboratively in groups to produce letters that would be refined and actually posted, thereby generating interest and enthusiasm and giving the whole exercise a real sense of purpose. When work is undemanding (such as that set in history in Year 6 when pupils had to match captions to pictures of ancient Egyptians or complete relatively simple crosswords), pupils are less motivated and do not work with a real sense of purpose.
75. The quality of teaching and learning is satisfactory overall with some examples of good and very good teaching. Teaching is successful when learning objectives are succinct, relevant to the task and shared with the pupils, and progress is reviewed both during and at the end of the lesson. Successful lessons occur when they proceed at a good pace, helping to maintain pupils' interest and enthusiasm, and when teachers' questions encourage pupils to justify and explain their answers. Too often teachers speak for too long, placing unreasonable demands on pupils to listen and concentrate before becoming involved in an activity. Although tasks are often designed in teachers' planning to meet the needs of different groups of pupils, including those with SEN, EAL and the more able, in reality the tasks are often similar and it is the level of support and resources used that differ. Teachers manage pupils well and most have established routines that encourage pupils' concentration and



perseverance. The majority of the pupils have developed positive attitudes to their work and it is only when the work places too few demands on them or when they have to listen for too long that they become distracted and their work-rate falls.

76. The school has identified the need to update the stock of reading books, especially those used by the youngest pupils, and plans are in hand to do this. The library occupies a classroom and the local library service has audited the stock, so this is now up-to-date and relevant. There is still considerable potential to brighten up the room and make it a more attractive environment that might encourage more pupils to use it. The subject leader has also identified the need to purchase more 'big books' and group readers, especially for the older pupils. She has been in post for several years but only since the appointment of the headteacher has she been empowered to monitor teaching as well as scrutinising books and planning. This process is at a very early stage but needs to progress quickly in order to raise the quality of teaching to a consistently high standard throughout the school.

## **MATHEMATICS**

77. Standards in mathematics are above average at the end of both key stages, as they were at the time of the last inspection. By the time pupils leave school, their attainment in numeracy is well above average. Their facility and accuracy in mental arithmetic are particularly good. More-able pupils in Year 6 can accurately fill in a 10x10 multiplication square of products from tables up to 12, given in no particular order, in under three minutes. The most-able pupils in Year 5 can do this in under four minutes.
78. Almost all Year 6 pupils work with improper and mixed fractions and are beginning to understand equivalent fractions. They can use the standard method for short division accurately. They are starting to understand probability as a fraction, and know the difference between mean, median and mode. Most pupils are beginning to understand factors and multiples and can use the standard method for long multiplication. More-able pupils use the standard method for long division. They can carry on arithmetic sequences with fractional and negative common differences. A high proportion of Year 6 pupils are working at the higher Level 5 of the National Curriculum, three years ahead of what is expected of 11 year olds.
79. In Year 2, all pupils can add and subtract to ten, and almost all to 20. Most understand 'odd' and 'even', add hundreds, tens and units, and measure length using non-standard units and centimetres. More-able pupils know many of their multiplication tables, know the number of sides and angles in polygons, work out common fractions of numbers accurately, and use strategies such as 'five and a bit' to make arithmetic easier.
80. The analysis of pupils' work showed that there is an emphasis on number, and standards are higher here than in the other areas of mathematics (i.e., shape and space, measurement and data handling). Pupils explain what they are doing satisfactorily, showing that they understand the processes involved. However, few investigations are undertaken, except in the higher sets at Key Stage 2. There is not enough work on the solving of problems given in words, and the range of these problems is often restricted to money.
81. Teaching and learning are satisfactory overall over time, and good in the basic skills of numeracy. During the inspection, all observed mathematics lessons except one were on number, and all were good or very good. Comments here about teaching

and learning are on what was observed, which was predominantly the teaching and learning of arithmetic.

82. Teachers' knowledge and understanding of the subject and of the National Numeracy Strategy are good. They place a good emphasis on mental arithmetic and strategies for making everything easier; for example, in a very good Year 5 lesson on subtraction of large numbers using complementation. Planning is effective, with the different needs of groups and individuals taken into account. This results in work being pitched at the right level and pupils being able to understand it. The good relationships and very good class management ensure that pupils are eager to learn and work hard. The learning experience is enjoyable. Homework is used well at Key Stage 2 and very well at Key Stage 1. Marking is unsatisfactory. Although some teachers use marking regularly to give suggestions for improvement, most use just ticks and encouraging comments.
83. One lesson exemplifies the best aspects of teaching and learning. This was with the top set at Key Stage 2, a class from Years 5 and 6 that takes place once a week. The starter was the 'tables' exercise referred to earlier. Pupils were keen and eager to beat their best time so far. In general, Year 6 pupils were clearly quicker than those in Year 5, showing progress from one year to the next, although the record is actually held by a Year 5 pupil. That individuals were learning well and making good progress over time was also obvious from the reduction in time taken to complete similar exercises from week to week. The main part of the lesson concerned an investigation into the area and perimeter of various rectangles formed with four straws of nominal length two and four with nominal length four. The most able had to extend this by counting rectangles as different if they had the same size and shape but used different straws to make them. The concentration was on thought and being systematic. The most able were excellent at this. The room was alive with excitement and concentration. Pupils discussed what they were doing and helped each other. The teacher was everywhere, suggesting, praising, asking probing questions, and generally using her own very good knowledge and understanding to bring insight. The lesson went into several areas of mathematics – generalising from number to the beginnings of algebra, finding number patterns from geometry, the connection, or otherwise, between area and perimeter and eventually, although the lesson was not long enough to get this far, the realisation that the maximum area or minimum perimeter of a rectangle is for a square. The teacher's enjoyment and enthusiasm were caught by the pupils, whose effort, interest, work-rate and productivity were all very good. Only the fact that too much was planned for the lesson stopped it from being excellent.
84. Leadership and management are satisfactory. The subject leader is enthusiastic and knowledgeable, and she monitors teachers' planning and pupils' standards. She does not monitor teaching and learning, although these are monitored in some classes by the headteacher, herself very enthusiastic and knowledgeable in the subject, as part of the annual appraisal of staff. Not enough use is made of ICT. Literacy is supported satisfactorily and sometimes well, with an insistence on the correct use of mathematical terms. Accommodation is good and resources are satisfactory.

## SCIENCE

85. Standards are above the national average for both seven year olds and 11 year olds. The majority of pupils have a good understanding of the world around them and they are able to bring this to the lessons and achieve at the higher levels. Pupils' progress is satisfactory but a significant minority could achieve more. Pupils attain similar standards in their work on life processes, materials and their properties and physical processes and show scientific enquiry skills when given the opportunity. Pupils with SEN and EAL make similar progress to others in their class.
86. Standards throughout the school are not as high as they could be. This is largely because assessment is not used effectively to target what pupils need to learn in order to improve. Where teaching is less effective the tasks pupils undertake lack challenge and are not sufficiently different for pupils with different abilities. The pace of learning in these lessons is slow.
87. Pupils in Year 2 know that there are different kinds of plants in the immediate environment. They can identify similarities and differences between natural and man-made materials. They understand the forces of pushing and pulling; for example, you can change the shape of salt-dough by pulling it. They know that if a car is pushed down a ramp it will go furthest if the surface is smooth. Pupils can construct a simple electrical circuit. They are good at describing what they see and are able to pose questions. Year 1 pupils know that plants grow and produce seeds and that these grow into new plants.
88. Year 6 pupils experimented to find out the effect of exercise on the heart by taking their pulse beat before and after exercise. They know that the Earth's gravity causes weight. Pupils in Year 5 are familiar with the scientific names for organs of the body. They recognise food chains and understand the apparent movement of the sun. Younger juniors learn about how different animals are found in different habitats. They understand the difference between reversible and irreversible change; for example, ice can be changed into water and the process reversed but once a cake mixture is cooked and the cake made it cannot be turned back into the mixture.
89. Teaching and learning are satisfactory overall. Where teaching is more effective, good resources are provided; for example, so pupils can look at roots through magnifying glasses. Good teaching uses the local environment effectively so that pupils can investigate for themselves; for example, going to the school woods to look for different animal habitats. Where teaching is less effective the pace is slow. Teachers often spend too long talking to pupils and even where there is good questioning they do not have sufficiently high expectations of possible pupil responses and accept single word or short phrase answers too often; for example, when looking at different types of leaves at Key Stage 1. Some tasks are insufficiently challenging and the oldest pupils are not expected to organise their own experiments or choose their own equipment within a specified structure. There is generally insufficient planning of work for pupils with differing needs and whole classes often undertake similar tasks.
90. Where teaching and learning are good, pupils contribute well to their learning through their interest in finding things out and their participation in all tasks. Pupils enjoy working together and when they do so relationships are good. They help one another and contribute ideas so that the entire group learns from one another.

91. Assessment procedures are in place. However, these are not used sufficiently to analyse what improvements are needed within the curriculum to improve standards. Nor are they shared sufficiently with pupils so that they understand how well they are achieving and what they can do for themselves to improve their knowledge and understanding. Marking is not sufficiently informative and pupils are not set specific, measurable targets that will guide them towards making improvements in their work. There is insufficient use of ICT to support learning within the subject, with missed opportunities to record data on tables, charts and graphs and very little use of the Internet to search for information.
92. The role the subject manager is clearly defined and this is an improvement since the last inspection. However, currently it does not have sufficient impact on improving standards. For example, although planning is monitored, it is not clearly evaluated and some lesson objectives are too vague. Assessment is not used sufficiently as a tool to track pupils' achievement and ensure that they make the progress that they should.
93. The very good resources available nearby - the local woods, meadow, disused railway line and the very regular visits to a local farm - enhance the curriculum and make a good contribution to learning. Science week was greatly enjoyed by both pupils and parents with the good range of activities; for example the appearance of a helicopter, an astronomer, and the marshmallow and spaghetti challenge.

## **ART AND DESIGN**

94. Standards in art are in line with national expectations at the end of Key Stage 1 and above expectations, and sometimes well above, at the end of Key Stage 2. Improvement since the last inspection has been satisfactory, as that inspection recognised the high standard of art, which has been maintained.
95. Standards in drawing are particularly good in Year 6, where pupils are obviously taught very well. Drawings include those of a statue of a monster, inspired by Mussorgsky's 'Pictures at an Exhibition', of Henry Moore models, of engine houses in Cornwall, and from historical portraits and real life. Many Year 6 pupils show skills in observation, hand-eye co-ordination, line drawing and the use of shading that are not usually found until well into secondary school. The 'design' part of the subject is also considered very well in Year 6, with a pop-art consideration of the use of colour in the design of cans and packages for familiar products.
96. In Years 3 and 4, there is some excellent work based on William Morris prints. Pupils use a viewfinder on the original print to isolate a small area, and then enlarge this in a sketch and make a print of it using polystyrene. These prints are then enhanced with satin stitching, and the results are often quite beautiful.
97. In the Years 1 and 2 class there was little on display during the inspection apart from illustration in other subjects, which showed average attainment. In the Years 3 and 4 class, there was satisfactory, and often good, work based on David Hockney's use of photographs. There was photographic evidence of some very good portraits of Tudors, exhibited at Horsham library, and some very good collaborative work on the Great Fire of London.
98. As only one lesson was seen, no judgement can be made about teaching and learning on observation alone. However, given the standards that are being achieved,

teaching and learning must be at least good, especially at Key Stage 2, and specifically in drawing in Year 6.

99. The subject is managed well. There is a confidence in the school that art is good, so everybody works hard to keep it good. Pupils have access to the full range of materials – examples were seen in pastels, pasta, clay, textiles, powder-paint, and so on. Sketch-books are underused, so drawing takes off only in Year 6. This underuse of sketchbooks was noted in the last inspection. The work of famous artists is used well, a good improvement since the last inspection, where the recommendation was that pupils should be given greater opportunity to experience and use this work. They now have this opportunity, and use it well.

## **DESIGN AND TECHNOLOGY**

100. Only one lesson was seen in DT, and this was good. Judgements are based on an analysis of pupils' work and teachers' planning, an examination of school documents and discussions with pupils and staff.
101. Standards are in line with expectations at the end of Key Stage 1, but below expectations at the end of Key Stage 2, particularly in the designing and reviewing parts of the plan-do-review cycle that is essential to DT. As an example of this, some very good moving fairground models, made of commercially produced construction materials as part of an extra-curricular event, were seen in Year 6, but there were no plans for these, or any record of how they were worked on and improved. There is also not enough opportunity to develop skills in the use of tools. For example, Year 6 pupils reported that they had never used a hammer. The school reports that this is part of LEA advice. Because standards are below expectations, it can be concluded that teaching and learning are unsatisfactory at Key Stage 2. Standards have gone down since the last inspection.
102. The amount of work seen at both key stages was less than is found in most schools. There is a lack of variety in models made in some classes. Coupled with the absence of planning sheets, this shows that the work is often too teacher-directed. Pupils are not required to show enough initiative, and there is little planning for different levels of competence. However, examples were found of occasions where pupils have been required to show initiative and independence. At Key Stage 1, pupils have done some work on designing and making paper aeroplanes, with the opportunity to change their design (done originally as homework) after testing their models, and a competition to find the most effective design by launching the aeroplanes and seeing how far they flew. Year 2 pupils understand the plan-do-review cycle, and reported that they really enjoyed the whole experience.
103. In the science week, pupils were challenged to make the tallest possible stable tower using a given number of marshmallows and some dried spaghetti. The school chose marshmallows rather than, say, modelling clay, because they become less useful as a binding agent when they heat up and they eventually disintegrate, so pupils had to plan, rather than re-use the marshmallows in a system of trial-and-error. This was a very good exercise in DT, and the school should be encouraged to find more such work to take place in ordinary lessons.
104. The management of the subject is satisfactory. The headteacher, who is subject manager, does not have enough time to do the job well. She does know the weaknesses in the teaching and learning of DT, as she monitors lessons well, but has not had time to do enough about it in order to raise standards sufficiently.

Accommodation is very good, with a room for food technology. This is used regularly by the cookery club, which extends and supports the curriculum well. Year 6 pupils remembered enjoying making hot-cross buns and banana bread in food technology lessons, but less evidence of food technology was found than in most schools. Resources are satisfactory.

## **GEOGRAPHY**

105. Standards are below national expectations at the age of seven and above at the age of 11. This represents very good achievement as pupils move through the junior classes. This year, the infant curriculum has been tied too closely to history topics and consequently, even though a topic on water has just begun, pupils' knowledge and understanding of maps and mapping, their locality and how it might compare to one in another country, and their knowledge of fieldwork skills are underdeveloped. In contrast, an emphasis on fieldwork skills, especially in Years 5 and 6, and the cross-curricular links forged with mathematics have ensured that pupils have a thorough understanding of the nature of geography and how evidence gathered in the field might be interpreted by the time they leave the school. Pupils also have the opportunity to be involved in three visits, two of which are outside the area, and also use the local environment such as the River Arun to support their learning well.
106. Teaching is satisfactory in the infant classes and good in the juniors. An ambitious lesson observed in Year 1/2 focused on water, its origin, importance and use. Pupils listened to explanations of the water cycle, answered questions about the need for water and had the opportunity to feel how heavy several litres of water are. Despite some good group work when pupils across three age groups worked well together listing all the uses of water they could think of, they had to listen and answer questions for too long and several pupils found it difficult to concentrate throughout. The other two lessons observed focused on using geographical skills to support an understanding of the environment. In one, Year 6 pupils mapped outlines on the playground in preparation for a trip to the Isle of Wight when a similar exercise would be carried out to map rock pools. In Year 5, pupils plotted a profile of the River Arun using year-old data. The following week they were due to visit the river to take measurements in order to plot a new profile and investigate any differences that might occur.
107. The subject leader is knowledgeable and enthusiastic about the subject and is instrumental in ensuring the good coverage of geographical skills that occurs in the junior classes. Recent changes have only just empowered him to gain an overview of teaching and provision in the subject. This aspect of his role is at a very early stage of development. Although some atlases need to be replaced and resources linked to ICT could be developed further, resource provision is satisfactory overall.

## **HISTORY**

108. Standards in history are in line with national expectations at the age of seven and 11, an outcome similar to the last inspection. In the infant classes pupils have, for this year only and before revisions to the curriculum have taken effect, studied the Tudors and also transport. Good cross-curricular links are made with English when pupils write letters 'from a seaman on board a Tudor ship' and links are made with geography when pupils record places they have either sailed or flown to and also track Tudor voyages on a world map. Pupils are developing positive attitudes when they talk with enthusiasm and pride about collages of work on the Tudors, currently displayed in two local libraries. In junior classes, pupils follow national guidelines and

pupils in Year 3/4 study the Victorians. After they visit a Victorian school museum, good cross-curricular links with English are forged when pupils write letters applying for a post as a servant in a Victorian household and have very good opportunities to handle and use historical artefacts. In Year 5, an attempt is made to encourage the development of investigation skills when pupils use a variety of sources to find information on the Second World War. In Year 6, pupils study the Tudors in depth, frequently using both sheets of information and sentence-completion exercises to support their learning. Throughout this work, and that on ancient civilisations, there is an emphasis on pupils gaining a factual knowledge, and there is not sufficient focus on developing pupils' ability to source and interpret historical evidence.

109. Only one lesson was observed, at Key Stage 2, but scrutiny of work and discussions with pupils indicate that teaching and learning overall are satisfactory. The observed lesson was unsatisfactory. At the beginning of a topic on the ancient Egyptians, too much time was spent in presenting the work and the tasks themselves lacked challenge. One involved pupils colouring in maps of ancient Egypt and yet even after the lengthy introduction no pupil could explain why they were colouring the River Nile green. They then completed a simple crossword. Another group matched captions to pictures of ancient Egyptians engaged in various farming activities. Not enough was learned, and expectations of pupils were not high enough.
110. The subject leader is at the very early stages of monitoring both the provision and teaching of history throughout the school. He acknowledges that assessment procedures need to be developed and that whilst resources are satisfactory overall, the purchase of additional 'topic packs' and resources that could be used in conjunction with ICT would be useful.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

111. Standards are in line with expectations at the end of both key stages, a definite improvement since the last inspection. At that time, standards were below expectations and progress was unsatisfactory. Progress is now satisfactory throughout the school, although ICT is still not used enough in other subjects, and this reduces learning opportunities both in these other subjects and in ICT itself. The National Curriculum is covered well, again a definite improvement since the last inspection.
112. At Key Stage 1, pupils learn word processing, use art packages and start to control robots. Pupils have their own disks, which they save to and load from. In Year 3, pupils start to combine text and graphics, using clip-art and changing colour, size and style. They begin to use databases and handle data to produce graphs. Pupils send e-mails to pupils at another school. Year 4 pupils use word processing to write for different purposes, supporting literacy, although there are not enough examples of this support. They produce repeated patterns and pie charts. By the time pupils reach Year 6, they are confident about using the Internet to find information, although they have not used e-mail enough. They have used 'Logo', a program that combines computer control and the beginnings of programming with the exploration of shape and space. They have used a digital camera and an interactive white-board.
113. Teaching and learning are satisfactory and often good. Most teachers are confident in their own knowledge and understanding, with all teachers having been trained under the New Opportunities programme. Teachers use the facilities of the central computer suite well, and pupils enjoy the work they do and are enthusiastic.

114. The subject is managed well, although the subject leader does not observe lessons in other classes. The highly competent and efficient technician, who is also the office manager, keeps everything working well and helps teachers, and is much appreciated by everybody. Resources have been built up well and are now good.

## **MUSIC**

115. Standards in singing are as would be expected at both seven years old and 11 years old. There is insufficient evidence to make a judgement about standards overall as only two sessions were observed during the inspection, neither of which was with Year 6.
116. Pupils sing tunefully with appropriate pitch and diction. They are able to sing as a whole school in two parts as demonstrated while singing 'Shalom'. Younger pupils have a good knowledge of the names of a range of instruments and how to play them. All are keen to participate and take great delight in playing the instruments such as the rain stick and the drum when given the opportunity. Higher-attaining six year olds know that when hit, the skin of an instrument is vibrating which means that it is going up and down. Pupils in Year 3 and 4 compose, putting together sounds that illustrate feelings and moods. They effectively let their sounds gradually increase to a crescendo so that it sounds like a scream.
117. Where teaching is very good pupils are given a very effective stimulus and the organisation enables pupils to take responsibility within small groups. Pupils respond very well and are mature and well organised. They practice and refine their compositions, and use their initiative in deciding how long each instrument should be played and how to conduct the ensemble. Pupils listen attentively as their friends perform and work well as a team while performing themselves. Where teaching is less effective, the pace is too slow and pupils do not have enough opportunity to participate.
118. Currently there is no specialist within the staffing and the headteacher has taken on the role of managing the subject. The curriculum, which follows national guidance, with the support of a published scheme, is satisfactory. It is enhanced by good provision from outside agencies and pupils have the opportunity to play a range of instruments to a good standard; for example, keyboards, saxophones, flutes and recorders. Pupils who play these instruments are confident and some perform solos to the whole school. During the inspection the whole school enjoyed a very good recorder solo by a Year 5 pupil. Improvement has been satisfactory since the last inspection.

## **PHYSICAL EDUCATION**

119. Standards are in line with those expected nationally throughout the school, and often above expectations. This is mainly due to the very good provision of extra-curricular activities, which are available to a large number of pupils. Also, children enter school with well-developed physical coordination and this is maintained. Standards and provision have improved since the last inspection.
120. Year 2 pupils are aware of the effect of exercise on the body and engage in sustained physical activity. They are able to control a ball with a hockey stick so that it slides around a slalom of cones. Pupils are inventive and respond well to the stimulus of music in creating and performing simple movements. They are well coordinated while engaged in gymnastics.



121. Most Year 6 pupils can swim the nationally expected 25 metres unaided. Many have very good gymnastics skills and control their movements while moving over the floor and across apparatus. They are able to play a good range of games including, cricket, football and netball. Pupils are aware of traditional dances and, through their involvement in the school's country dance club, perform with other schools in the area at local festivals. There is provision for a good range of adventurous outdoor pursuits during the residential visits. The school facilities enable pupils to practise a range of athletic skills such as long-jump. Pupils are successful in local cross-country running competitions.
122. Teaching during class sessions ranges from good to unsatisfactory and is satisfactory overall. Where teaching is good there is a clear explanation of the skills to be practised and a variety of developmental activities. For example, while pupils are learning to play tennis they start by throwing the ball for a partner to hit before both of the pupils use the racquet to return the ball. The sequence of movements needed to weave the Maypole ribbons correctly is initially walked through without the music so pupils become confident with one step at a time. Where teaching is less effective the pace of the session is too slow, space and resources are not maximised and expectations are insufficiently high. For example, older pupils who are very capable and can play cricket spent too long listening to the teacher on organisational matters. There is some variation in teachers' expectations in promoting fitness and health. In the best sessions, the initial activities systematically and energetically warm up pupils' muscles and increase cardiovascular activity but in some sessions this is carried out in a superficial way or pupils then sit and listen to instructions for too long.
123. There are good opportunities for all pupils to take part in all aspects of the curriculum. Pupils work well together and are confident while performing in front of their friends and the whole school. They have good organisational skills when given the opportunity to use them. Pupils enjoy all aspects of the subject. They are inventive and imaginative; for example, while devising dances similar to Gene Kelly's while moving to the music of 'Singing in the Rain'.
124. Currently the headteacher is managing the subject but this is a temporary arrangement. She has had an impact on the range of provision, particularly in respect of the extra-curricular activities provided. A new assessment procedure has just been put in place and when this is being fully implemented it should have a positive impact on teaching and learning. Resources are good. The involvement of outside agencies, parents, teaching and non-teaching staff in running clubs before and after school has a very positive impact on the curriculum available to pupils.

## **RELIGIOUS EDUCATION**

125. Standards are in line with those expected at both seven and 11 years old and the curriculum takes account of the locally agreed syllabus. There has been good improvement in the provision since the last inspection. The school has put in place a scheme of work and more time is devoted to the subject. Resources are being increased, as funding becomes available. However, although the role of the co-ordinator has been more clearly defined, her role in managing the subject is not yet fully impacting on attainment. For example, she does not have the opportunity to monitor teaching and learning by classroom observation.
126. By the age of seven years pupils know the story of Rama and Sita very well and understand the origin of the festival of Diwali. They are beginning to have some insight into the beliefs of others, particularly Hinduism, and look at the similarities

between religions through the symbols they use. Pupils know a range of Christian stories. For example, they know about the life of Joseph from the Old Testament, some of the stories of Jesus and the parables from the New Testament. A few higher-attaining pupils write very good accounts of the stories they have heard and are very imaginative; for example, describing the story of the feeding of the five thousand as 'The Magnificent Picnic'.

127. Eleven year olds study Hinduism in more detail. They compare religions by looking at their important books; for example, the Bible, the Koran and the Torah. Pupils are aware of some of the beliefs and traditions within Hinduism, Judaism and Christianity; for example, the relevance of the items on the Seder Plate to Judaism and the importance of faith, prayer, alms, fasting and pilgrimage as The Five Pillars Of Islam. They know of the traditions of Lent to Christians and are beginning to understand that there are different forms of Christian worship by studying the Quakers. They look at the effect religion had on people's lives by considering William Booth and his founding of the Salvation Army and Dr Barnado and his help to young children.
128. The quality of teaching is satisfactory. Teachers have an appropriate knowledge and understanding of the subject. Good aspects of teaching are evident when teachers tell stories with good expression and attention to detail so pupils are really interested and learning is reinforced through questioning. When pupils are actively engaged in undertaking the traditions of other religions, learning is effective. For example, they carry out the practices of prayer as if they were Muslims, washing, facing southeast and kneeling on a prayer mat. The teaching of respect for other beliefs is less well developed and many pupils' responses are inappropriate. Pupils are provided with opportunities to record their work, but frequently expectations as to the quality and quantity of the work is not sufficiently high. Work is marked for correctness and to give encouragement and praise but is not used to give suggestions for improvement.
129. Pupils are interested in their work, listen attentively and remember the stories well. When a parent contributes food to support learning about other cultures, they sample the different tastes with great delight. There is good involvement by the local church and pupils are encouraged to contribute to charity work that it is supporting; for example, the improvement of facilities for young children in one of the townships in Lima, Peru. Pupils attend the local church regularly for celebrations such as Harvest Festival.