

INSPECTION REPORT

WARNINGLID PRIMARY SCHOOL

Warninglid, Haywards Heath

LEA area: West Sussex

Unique reference number: 125936

Headteacher: Mr G McArthur

Reporting inspector: Rosalind Johns
22745

Dates of inspection: 26th and 27th March 2003

Inspection number: 248723

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Slaugham Lane Warninglid Haywards Heath West Sussex
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Telephone number:	01444 461329
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Appropriate authority:	The governing body, Warninglid Primary School
Name of chair of governors:	Mrs S Burgess
Date of previous inspection:	March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Warninglid Primary School educates boys and girls between four and 11 years. It is much smaller than most other schools of its type as there are 65 pupils in three classes. There are 30 boys and 30 girls on roll who attend full time. In addition, three boys and two girls attend part time in the Reception class. There are 12 pupils on the school's register of special educational needs which is below average and no pupils with statements of special educational need which is also below average. No pupils are from minority ethnic backgrounds and none whose mother tongue is not English. There are no pupils who are eligible for free school meals which is well below average. During the last school year, nine pupils joined the school other than at the usual time of first admission and two left. This rate of mobility is broadly average. Pupils generally enter the school with above average levels of attainment. During the past two years, the school has experienced some instability in staffing. At the time of the inspection, two of the three teachers were temporary. The Advanced Skills Teacher who teaches Years R, 1 and 2 was not present.

HOW GOOD THE SCHOOL IS

The school is providing its pupils with a sound education which has a number of good features. The good leadership of the headteacher and the satisfactory management of the headteacher and governors mean that there is clear direction for moving the school forward. Overall, in Year 6, pupils attain well above average standards in English, mathematics and science. By the time they leave the school, pupils achieve well because they are confident and responsible learners and benefit from the very good teaching at the top of the school. However, this quality of teaching and learning is not consistent throughout the school. The school's overall good provision for pupils' spiritual, moral, social and cultural development is central to its life and work. All pupils are fully included in the school's activities. These qualities, together with the satisfactory systems to monitor its performance, mean that the school gives satisfactory value for money.

What the school does well

- Overall, in Year 6, pupils attain well above average standards in English, mathematics and science because they take learning very seriously and understand their teacher's high expectations of them.
- Pupils' very good attitudes to school, their very good personal development and relationships and good behaviour result in a calm, purposeful atmosphere in which they become enquiring and independent learners.
- The school's very good provision for pupils' moral and social development and good provision for spiritual aspects mean that they are developing a strong awareness of others' needs as well as their own.
- The good procedures for checking pupils' attainment and progress and for looking after their personal welfare ensure that the school focuses on pupils' academic needs within a secure and stimulating environment.

What could be improved

- The consistency of the quality of teaching and learning across the school.
- The provision for pupils' cultural development which, although satisfactory overall, does not adequately raise their awareness and understanding of Britain as a multicultural society.

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 March 1998. Since then, it has made a good improvement and is well placed to improve in the future. Key issues for action have been addressed well. Standards in science in Year 6 are well above average due to an increased emphasis on scientific enquiry and a good balance between investigation, acquiring knowledge and recording findings. Standards in information and communication technology are satisfactory through improving rapidly and religious education meets the expectations of the locally agreed syllabus. There is now a much sharper and more effective focus on the school's performance and planning for improvement. The school's good assessment procedures mean that teachers have the information available to base their planning on a thorough knowledge of the wide-ranging needs of pupils in the mixed age classes. Older, more able pupils are now encouraged to delve more deeply into subjects so that they realise their talents more fully. Pupils in general are given more opportunities to develop their skills in independent learning.

Provision for pupils' moral and social development is currently very good and provides a firm foundation for the positive work ethos evident in the school.

STANDARDS

In 2002, standards in the national tests at the end of Year 6 were average in English and science and below average in mathematics. Standards were the same compared with similar schools based on the percentage of pupils known to be eligible for free school meals. However, because there were only ten pupils in that year group, these results should be treated with caution as one pupil represents ten percentage points. This year group also contained a large proportion of pupils with high levels of special educational needs. In fact, the standards reached in 2002 represented very good achievement by these pupils. When their results are compared with those schools in which pupils obtained similar results in the Year 2 tests in 1998, results in English and science were well above average and above average in mathematics. More typical of the standards reached by the school were the 2001 test results when standards were well above average in English and science and average in mathematics. This is confirmed by the findings of this inspection. Results in mathematics are now higher in Year 6 because older, more able pupils take part in enrichment classes as well as other initiatives to raise their attainment in the subject. Since 1999, the school's results in English and science have risen steadily although they dropped sharply in 2002. In mathematics, there has been a slow decline since 1999. The school did not reach its targets for the number of pupils to reach Level 4 and above in the 2002 national tests in English and mathematics but has set suitably challenging targets for pupils in the 2003 tests.

The findings of the inspection are that, overall, pupils in Year 6 attain well above average standards in English, mathematics and science. In Year 2, pupils are reaching above average standards in speaking and listening, reading and writing and average standards in mathematics. Standards in science were below average as there was little evidence of scientific topics being covered. The school plans to address this with the imminent return of the permanent teacher. In the Reception class, children achieve satisfactorily in all areas of learning and are on course to reach, or exceed, the Early Learning Goals by the time they enter Year 1. In some subjects, especially English and mathematics in Years 1 and 2, the overuse of worksheets limits pupils' independent thinking and recording. All pupils, including those with special educational needs, the more able and the gifted and talented achieve satisfactorily in the Reception class and Years 1 and 2 and well in Years 3 to 6. Within this overall judgement of the achievement of all groups of older pupils, they achieve satisfactorily in Years 3 and 4 and very well in Years 5 and 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show high levels of interest and enjoyment in their work. They tackle fresh ideas and challenges with enthusiasm and work in happy cooperation with their teachers.
Behaviour, in and out of classrooms	Good. Pupils are well aware of the high expectations of their behaviour and try hard to live up to them. Their sensible behaviour contributes significantly to the orderly atmosphere and enables them to use their time well both at work and play. There have been no exclusions.
Personal development and relationships	Very good. The school prides itself on its close-knit family community in which pupils are expected to support one another and learn together. Pupils and all staff get on well and this creates a strong partnership in learning. They are generally friendly, considerate and responsible. They show increasing independence in learning and older pupils are developing mature and thoughtful attitudes. Pupils carry out tasks around the school cheerfully and efficiently.
Attendance	Unsatisfactory. Pupils' attendance is below average and unauthorised absence is broadly the same as the national average. This is caused by a few pupils who have had extended absences or holidays abroad. Pupils are punctual and lessons get off to a prompt start.

Pupils are encouraged to be active and reflective learners. They have the confidence to explore learning opportunities, accept that not all will be successful and yet enjoy the challenge.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching and learning in the school is satisfactory. It is satisfactory in Reception and in Years 1 to 4 and very good in Years 5 and 6. Teaching by the headteacher in Years 3 and 4 and in an enrichment class for more able mathematicians in Years 5 and 6 was also very good. During the inspection, 14 lessons or parts of lessons were observed: three were very good, two were good, seven were satisfactory and two unsatisfactory. The basic skills of literacy and numeracy are taught satisfactorily in Years 1 to 4 and very well in Years 5 and 6 so that all pupils achieve well by the time they leave the school because, overall, their needs are well met. Foremost among teachers' skills is their careful and sensitive management of pupils' behaviour. This creates a happy and purposeful environment for learning where pupils are not afraid to ask questions or learn from their mistakes. Teachers' clear instructions and fluent, and often inventive, explanations mean that pupils settle quickly to tasks, no time is lost and learning is accelerated. In the case of older pupils, teachers achieve a good balance between imparting knowledge and giving pupils opportunities to learn through practical activities, independent research and investigations. Their challenging questions prompt pupils to think creatively and to make connections between different aspects of their work. They insist that pupils should explain their reasoning, use correct technical vocabulary and think beyond the superficial. However, in the Reception class, not enough worthwhile activities are planned to enable children to initiate their own ideas and play creatively. Other weaknesses in teaching and learning in the school include a lack of pace and vitality so that there is no sense of urgency among pupils to apply themselves to their tasks. Occasional over direction by teachers limits pupils' freedom to experiment and work things out for themselves. In the case of younger pupils, assessment information is not used accurately enough to plan work to meet the very wide-ranging needs of pupils of different ages and abilities in the mixed age class.

Strong features of pupils' learning are that they are prepared to take risks without fear of failure and to experiment with ideas. They ask good questions of themselves and delight in finding answers through independent investigations. Any weaknesses are usually related to the quality of teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school provides pupils in Years 1 to 6 with a varied and interesting curriculum which also recognises the importance of literacy and numeracy as keys to learning. It is also extended by a very good range of clubs and is brought to life by visits, visitors, workshops, productions and tournaments. Provision in the Foundation Stage is satisfactory as it is not always well balanced between appropriately focused teaching and independent learning opportunities. The whole school ethos is based on equality of opportunity and the relative needs of different groups are satisfactorily met.
Provision for pupils with special educational needs	Satisfactory. Pupils with special educational needs receive well-focused support in class from teaching assistants which helps them to understand and complete the tasks set for them and to have the confidence to answer questions. However, the content of their individual education plans is sometimes too general and teaching strategies are not specific enough to help pupils reach their targets effectively. Pupils' progress is reviewed termly and

	support logs ensure good liaison between teachers and support staff.
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Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' spiritual awareness is developed well through times of stillness and prayer and opportunities across the curriculum to reflect on issues and marvel at the world around them. Very good provision for moral and social aspects encourages a sense of self-worth and responsibility for others in the school community and beyond. The school celebrates the richness of other cultures through assemblies, art, music and literature but there are not enough opportunities for pupils to develop an awareness and understanding of the ethnic and cultural diversity of British society.
How well the school cares for its pupils	Good. The school has a strong sense of identity as a caring community where the needs and safety of pupils come first. Overall, there are good procedures for health and safety, first aid and child protection. Attendance is monitored carefully. Procedures for tracking pupils' academic and personal development are good. These give teachers an exact profile of each pupil to enable them to plan to individual needs although this is not always done precisely enough. The school is successfully tackling race equality through its statement of intent. A draft policy on race equality is to be considered by the governing body at its next meeting. The school has carried out a buildings survey to ensure that pupils with disabilities have full access to the curriculum.

The carefully structured curriculum allows for individual creativity and enables pupils in Years 1 to 6 to acquire important skills for life long learning. Children in the Foundation Stage have limited independence to choose, explore imaginatively and initiate ideas of their own. The school is a caring community for which every one is responsible and where every one is looked after and valued.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The good leadership of the headteacher ensures that there is a clear vision and a sense of purpose for the school with a constant focus on pupils' achievement. English, mathematics and science are well led. Teachers and governors with responsibility for other subjects make a satisfactory contribution to the management of the curriculum but their roles are not fully developed in monitoring the standards and progress of pupils in the classroom.
How well the governors fulfil their responsibilities	Satisfactory. Governors are committed and conscientious and support the headteacher and staff well. They are confident in asking challenging questions, bring a good range of professional expertise to their role and work hard to keep abreast of developments. A few governors make a regular visit to the classroom with an agreed focus although this is a recent development. However, they do not analyse performance data enough or make a sufficient contribution to the strategic thinking and planning of the school in drawing up the school improvement plan.
The school's evaluation of its performance	Satisfactory. Through detailed analysis of assessment data, the school has built up a clear and objective picture in order to guide its work. This has led to a good improvement in standards especially for older pupils and in key areas since the last inspection. Termly Evaluation and Review weeks enable the school to build up an accurate profile of the progress of individual pupils. However, the monitoring and evaluation of teaching and learning are not rigorous enough to ensure that any weaknesses are acted upon quickly so that they do not undermine pupils' learning.

The strategic use of resources	Good. The priorities in the school improvement plan are supported efficiently through careful financial management, administration and monitoring. Governors ensure that they get good value for money when making spending decisions and consider a number of options before making financial commitments. This has enabled them to carry out a number of improvements which have enhanced the learning environment for pupils. There is insufficient evaluation of the effects of expenditure on the quality of education provided such as the use of the new Early Years structured play area and its impact on children's learning.
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A strength of the leadership and management is the way that the school looks critically at its performance and challenges itself to do better. There has not been a sufficiently clear focus on raising expectations and the awareness of good practice in teaching. The school compares its results both locally and nationally with other schools but does not compare financial costs in the same way.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is good. • Teaching is good. • The school has high expectations of their children. • The school is helping children to become mature and responsible. • The wide range of activities outside lessons. 	<ul style="list-style-type: none"> • The consistency of homework. • The information they receive about their children's progress. • The partnership between school and home. • The format of reports.

The inspection team endorses most of the positive views of parents although it judges teaching to be satisfactory overall. Two of the three teachers at the time of the inspection were temporary. The school's approach to homework is now more consistent but expectations are not made sufficiently clear to parents. The team considers that the school provides good information about pupils' progress including three consultation meetings, an annual report, information about the curriculum and an open door policy. There are problems of communication with some parents but, in general, the school makes satisfactory efforts to work in partnership with parents. Annual reports are appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Overall, in Year 6, pupils attain well above average standards in English, mathematics and science because they take learning very seriously and understand their teacher's high expectations of them.

1. Pupils' attainment on entry to the school is generally above average. Overall, in Year 6, they attain well above average standards in English, mathematics and science. This represents good achievement by the time they leave the school. In the 1998 inspection, in Year 6, pupils attained above average standards in speaking and listening and reading, average standards in writing and mathematics and below average in science. The judgements of this inspection do not reflect the school's results in the national tests in 2002. In these tests, results for pupils in Year 6 were average in English and science and below average in mathematics. These results were the same when compared with similar schools based on the percentage of pupils known to be eligible for free school meals. However, because of the small number of pupils in that year group, these results must be treated with caution as one pupil represents ten percentage points. This group also had a large proportion of pupils with higher levels of special educational needs. In fact, the standards reached in the 2002 national tests show very good achievement for these pupils. This is confirmed when their results are compared with those schools that had similar results in the Year 2 tests in 1998 as pupils' standards are shown to be well above average in English and science and above average in mathematics.

2. Pupils' performance has, therefore, improved since the last inspection. This is because the school examines its performance critically and this in-depth evaluation guides the setting of priorities in the school improvement plan. More rigorous assessment and tracking procedures, methodical analysis of data from national and internal tests, scrutiny of pupils' work and refinement of target setting for individual pupils have also helped to raise standards. It means that specific weaknesses are highlighted and informed decisions made about how to address them. In English, there has been a focus on encouraging wider interest and motivation in reading especially among older boys and strategies have also been put in place to address inconsistent progress in writing especially in Years 3 to 6. Enrichment classes to target older, more able mathematicians have been set up as well as additional resources for these pupils, participation in local and county mathematics competitions and extra-curricular activities like chess and the Online Warninglid Learning website. In response to the key issue for action from the previous inspection, teachers now place a strong emphasis on developing pupils' knowledge and understanding of science through the concept of scientific enquiry. They now have a more accurate picture of pupils' past and present performance and can use this in planning in all subjects so that activities are very sharply defined to meet their specific needs. This also ensures that more able pupils are more adventurous in their approach and take chances in their learning which was not the case at the previous inspection. The successful implementation of the literacy and numeracy strategies, the strengthening of the role of information and communication technology and the work of coordinators in English, mathematics and science, who have the vision and expertise to develop their subject, have all had a significant impact on driving standards upwards.

3. In English, in Year 6, pupils obviously like the freedom given to them to expand their imaginations, experiment with content and be bold and inventive in their choice of words. As a result, they show a real awareness and enjoyment of the richness of language and how it can be used to explore and develop their ideas in original ways. They are also careful and responsive listeners whose comments are thoughtful and constructive. In a religious education lesson based on the Qu'ran, pupils showed maturity in their thinking as they discussed how responsibilities at home and school could be enjoyable or burdensome. They enjoy books and read with a high degree of fluency, confidence and pleasure, varying their voices appropriately to match the mood and characters in the story. They discuss style and technique and refer to the text to illustrate their views and predict how the story may develop. Pupils also analyse poetry perceptively, detect hidden meanings and comment on their significance. Their research skills are very well developed. In writing, they have the skills and stamina to tackle extended pieces and use language with a sense of adventure and energy. They write with conviction creating tension and atmosphere from their choice of words and filling their work with arresting images. This was shown in the sensitivity of pupils' acrostic poems based on the word 'Revelation'. Their writing also reflects the influence of different authors and styles. In a lesson in which they were writing their own versions of narrative poems, some pupils conveyed a lively and accurate sense of parody in their work on 'The Motorway Man' and 'The Roundabout Man' based on a reading of 'The Highwayman' by Alfred Noyes. This influence was also evident in their powerful and imaginative poetry 'The Monster's Lair' – 'a place that is

soundless, moonless, lightless where the devil himself sleeps in the rocks that lie there' – inspired by their reading of *Beowulf*.

4. At the time of the previous inspection, pupils in Year 6 attained average standards in mathematics and there were weaknesses in data handling and probability. In Year 6, there is now a group of enthusiastic young mathematicians who are confident and highly motivated. When the teacher introduced the 'secret number game', there were gasps of delight and her skilful questioning developed pupils' mental agility very well as they sequenced negative numbers. Her accurate and in-depth explanations and fluent illustrations of ratio and proportion meant that pupils were able to explain their understanding of essential ideas using good technical language. Problems were related to pupils' daily life such as mixing paint and marks out of ten so that they were fired with enthusiasm and set to work showing excellent levels of initiative and independence. They use their mathematical knowledge and understanding very well in a range of contexts such as solving problems using all four rules of number, finding the best value among different items and checking that their results are reasonable. Pupils also realise how important it is to record their work, such as converting improper fractions, decimals to two places, and plotting coordinates to give shapes, in a clear and logical manner. Their understanding and knowledge of shape are shown in their work on measuring, drawing and naming angles, area and identifying lines of symmetry on two-dimensional shapes. They find and justify probability using spinners with numbers and interpret a line graph of growth. Pupils are very confident; they are not afraid to learn for mistakes and to explore with others the different ways of approaching a problem. Information and communication technology is used well, including calculators, to support the development of skills and understanding. Initiatives such as Mathematics Week which included the Millennium Maths Project Roadshow, effectively channel pupils' enthusiasm as budding mathematicians.

5. In Year 6, pupils are beginning to think and work like scientists: they compare ideas, put forward hypotheses and test systematically until they resolve the problem. This is a very good improvement from the previous inspection when pupils' skills in experimental and investigative science were underdeveloped. Their knowledge of scientific names and terms was also insufficiently developed and there were gaps in their knowledge and understanding of science. Older pupils had a limited knowledge of fair testing and the factors involved such as variables. The current strong emphasis in the school on investigative science and the good balance between practical work and the acquisition of skills, knowledge and understanding are clear in pupils' work. This includes dropping differently sized balls in water to discover why they fall at different rates and making a bar chart of upward thrust, work on 'How do we hear?' and investigations on separating salt and water. In a lesson on pitch, the teacher gave pupils good opportunities to extend their investigative skills by finding answers to questions for themselves. This enabled them to think creatively and to make connections between cause and effect as well as carrying out their observations methodically and recording findings. Pupils set about their investigations with confidence and enthusiasm as they undertook a carousel of activities including making guitars using different sizes of elastic band over empty boxes. By the end of the lesson, they were able to draw informed conclusions, using correct scientific vocabulary, about how the pitch of a stringed instrument depends on the length, thickness and tension of the strings.

Pupils' very good attitudes to school, their very good personal development and relationships and good behaviour result in a calm, purposeful atmosphere in which they become enquiring and independent learners.

6. Foremost among the school's aims is to create and maintain a school community where every one is happy, valued, secure and respected. Within this calm yet stimulating work place, it has a vision of a learning community where all individuals have the opportunity to become life long independent learners. Even the youngest pupils are aware of the school's high expectations of their commitment, response and behaviour and try very hard to meet them. This means that the school retains all the advantages of a small village school with its close-knit friendships and an infectious team spirit within and throughout year groups. In addition, the school's focus on very specific target setting ensures that individual pupils know exactly what they are working towards. The school recognises and celebrates their efforts, both academic and personal, and pupils realise that they have a valued and valuable part to play in the life of the school.

7. As a result, they bring growing confidence, creativity and independence to their work. They enjoy school and are eager to learn. Children in the Reception class showed great curiosity in their surroundings as they created two-dimensional patterns and were keen to explore, investigate and ask questions. Pupils approach new challenges with enthusiasm, enter fully into the spirit of activities and enjoy the intellectual demands made

upon them. Pupils in a Years 3 and 4 literacy lesson were very imaginative in their responses when they studied 'The Parrot'. They were quick to suggest ideas about the bird's struggle for freedom when the headteacher used questions about the poem creatively to challenge different ways of thinking. Pupils show initiative in problem solving, make intelligent comments, ask searching questions and delight in finding answers. Pupils in Years 5 and 6 thought critically and logically and looked for a pattern in their results as they carried out experiments on the pitch of a stringed instrument. When pupils in Years 3 and 4 had finished their work in a science lesson, they moved spontaneously to a display 'Investigating Friction' and discussed and carried out their own investigations. Pupils are prepared to persevere even when they encounter difficulties realising that not all will be successful but having the maturity to accept failure as a step in the learning process.

8. As they move through the school, pupils begin to develop a sense of self-worth and personal responsibility and to find an identity while being part of a class and school. The mixed age classes result in attitudes of mutual support where differences in age, ability or confidence are accepted naturally. Pupils work very well in pairs and groups, share skills and resources generously and are quick to applaud the successes of others. Younger ones help with class and school routines whilst older pupils are prefects, librarians, lead project working parties and clubs and take responsibility for the welfare of younger pupils. In discussion, pupils are mature and sensitive, listen carefully and respond readily to the ideas of others. In Years 5 and 6, pupils talked sensibly about the weight of responsibilities involved in being a prefect at the school. In a personal, social, health and citizenship education lesson, Years 3 and 4 pupils had different views about breaking promises but all respected the opinions of others. This was also evident in a School Council meeting when pupils made valid points and were not afraid to argue their case while valuing all contributions. Very importantly, pupils are taking increasing responsibility for their own learning through the school's intensive focus on target setting including the Targeteers Scheme and discussing learning objectives. In a Years 3 and 4 target setting workshop, pupils evaluated each other's work constructively leading to the 'Star of the Week' award. However, children in the Reception class do not have enough first hand experiences to enable them to develop their independent learning effectively.

9. The network of very good relationships, based on trust and mutual respect, result in a happy partnership in pupils' learning across the school. Within this warm, supportive environment, pupils are not afraid to ask questions, take risks in their learning, seek help and express feelings because all adults welcome their contributions. Pupils are usually thoughtful, ready to help others and keen to accept and value differences. In a Years 5 and 6 religious education lesson, pupils commented on how they enjoyed looking after the younger ones. They show good humour and tolerance and work and play together in harmony and often very responsibly. For example, in a large group playing football at break and lunch times, there was a very wide range of ages. The older pupils were very aware of the younger ones and took great care in passing the ball to them. Children in the Reception class make confident choices, take turns and share fairly. Pupils also work cheerfully on joint tasks: in Year 2, pupils were working in threes on the computer to write their version of a play based on *What made Tiddalik laugh?* and Years 3 and 4 worked cooperatively as they conducted experiments with paper rockets.

10. 'Follow the 5 Be's and we will Be Happy' a notice in the Hall encourages pupils. Pupils' good behaviour is based on unity of expectation by all members of the school community. As a result, they know what is expected of them and behave sensibly so that no time for learning or play is lost. They discuss and decide on class rules and try hard to keep them. They generally respond quickly to teachers' instructions, have a clear understanding of routines and procedures, treat equipment and resources responsibly and take care of others' property and the environment. Some parents expressed concern about behaviour in the playground but no unacceptable behaviour was observed during the inspection. Any shortcomings in pupils' behaviour in the classroom are usually related to the quality of teaching.

11. The judgement of this inspection concerning all these aspects of the school reflect those of the 1998 inspection. However, at that time, it was reported that there were insufficient opportunities for pupils to be more independent by selecting and using relevant resources and taking the initiative in extending tasks themselves. This is no longer the case. The headteacher's vision of an 'enquiring school' is central to its work. The new Library at the hub of the school is instrumental in creating a learning environment that encourages discovery, creativity, curiosity and investigation using a range of resources particularly the OWL website. As they move through the school, this enables pupils to develop self-discipline and self-reliance and thus provides solid foundations for the skills of life long learning.

The school's very good provision for pupils' moral and social development and good provision for spiritual aspects mean that they are developing a strong awareness of others' needs as well as their own.

12. In the pre inspection questionnaire, one parent commented that the school's focus was not just on mathematics and English but 'provides children with strong self-esteem and a knowledge of the wider world'. The school's very good provision for pupils' moral and social development and good provision for spiritual aspects result in a strong base from which pupils can develop mature attitudes for their age and express their enjoyment of the world around them. Each strand of this provision is intricately woven into the daily life and work of the school.

13. There is now a much stronger spiritual dimension to pupils' learning than at the previous inspection when it was reported that there was insufficient provision for pupils' spiritual development. Pupils' spiritual and personal responses are promoted well through times of stillness, prayer and reflection. Assemblies are led with openness and sensitivity and contain well-focused messages such as teamwork and pupils' dependence on each other. Thought-provoking questions on displays around the school such as 'What would Jesus do?' encourage a considered response to current issues and 'Just say NO' on a display illustrating the temptations of Jesus in the wilderness. Major religious festivals such as Holi, Chinese New Year, Shintoism Star and Doll festivals and Harvest are celebrated in assemblies and explored in religious education. Pupils visit both Warninglid and Slaugham churches. Across the curriculum, teachers are aware of the need to seize opportunities to direct pupils' natural curiosity about the world into a spiritual response such as work on the solar systems, garden bird watch survey, and the outside environment like the school garden and woodland coppice. Pupils' individual creativity is also allowed to flourish. Pupils in Years 1 and 2 present their 'Dazzling Art' in the style of Warhol and Picasso and older ones create their own School Gallery with the 'Walk through the Countryside'. Pupils in Years 3 and 4 investigate patterns in textiles from different times and cultures and Years 5 and 6 pupils design and make pottery inspired by Ancient Greece. Writers' workshops led by an author, myths and legends and Tudor days, visits by storytellers, musicians, theatre groups, poets and craftsmen all fire pupils' imagination and effectively encourage personal growth.

14. There is a strong moral framework in the school and teachers gently guide pupils to make clear distinctions between right and wrong and to consider the impact of their actions on others. Their calm and sensitive management of pupils' behaviour provides a good basis for moral understanding and this is reinforced by the clear behaviour and bullying policy, positively formed '5 Be's' and class rules. Moral issues are generally well taught and discussed. In a Years 3 and 4 personal, social, health and citizenship lesson, pupils talked with interest about times when they had broken promises although they did not explore the consequences of their actions. Pupils are rewarded for good work and behaviour and upholding the '5 Be's' by green cards, 'Be' points in lessons, Star Book, certificates and the headteacher's award. Sanctions such as yellow and red cards are used to reinforce the school's expectations and to allow pupils to consider the consequences of their actions. Moral themes are promoted effectively through displays such as 'Reach for the Stars' and the Green Dragon who says 'My scales show how our children are showing kindness and thoughtfulness between each other and good behaviour in school'. Class initiatives also boost morale like Years 1 and 2 'Pupil of the week', and Years 3 and 4 'Barn Owls' Awards' and 'Tables Champions'.

15. Pupils are also encouraged to think about the cultures of different countries and are starting to understand that their actions can affect local, national and global issues. They are aware of their responsibility for the poor and disadvantaged in the world. In an assembly based on the theme of teamwork, two Year 6 pupils argued with great conviction about the need for others in the school to support their fundraising activity for the Blue Peter Waterworks Appeal in Tanzania and Uganda. 'This needs every one to help – the money you spend on a chocolate bar will help to buy a litre of clean water,' they urged. Other charities supported by pupils include Barnardos, a local hospice, the British Legion Poppy Appeal and Red Nose Day.

16. The school's calm and supportive ethos and the open, friendly atmosphere created by staff enable pupils to develop confidence, experience a sense of achievement and share happily in the successes of others. In this small community, every pupil has responsibility but is also cared for and supported so that social skills are developed very well. The programme of personal, social, health and citizenship education helps to guide pupils into attitudes of caring, responsibility and self-discipline. There are plenty of opportunities for pupils to work in pairs and small groups where they generally cooperate very well. In Year 6, six pupils act as prefects and help

with the smooth running of the school such as assisting on the nature trail and looking after younger pupils in the playground. Other pupils also enjoy helping with class routines like taking the register, monitoring the website, paired reading and the 'buddy bench' system. Children in the Reception class are quick to clear up at the end of the session. The School Council has three members from each class, provides a good forum for discussing ideas and gives pupils a voice in the organisation of aspects of the school. 'Circle time' enables them to share their experiences and concerns and to relate positively to others. Pupils learn to get on with each other and realise the importance of teamwork in a very good range of clubs such as football, gardening, choir, chess, guitar, line dancing, cross country and Internet/OWL. Feelings of self worth are promoted very well through opportunities to take part in productions like *The Wizard of Oz* for Years 5 and 6 pupils, Hogwarts Party, music workshops at Hurstpierpoint, performing at a local residential home and sports tournaments. Pupils also have responsibility for organising projects like themed Tudor and Victorian days, a problem solving day in mathematics and a teambuilding day. Visits to places of interest including Seven Sisters Country Park, activities shared with other schools like orienteering and a residential trip to Kingswood Activity Centre help pupils to live, work and learn together in unfamiliar surroundings. As they get older, the school provides very good opportunities for pupils to assume greater responsibility for their own learning through individual targets which show them how to reach higher levels, the OWL website, Home Extended Learning Project, a target workshop in Years 3 and 4 and discussing what they have learned at the end of lessons.

17. One of the school's aims is that it should foster self-esteem and personal responsibility linked to respect for the needs and feelings of others. The high quality of its provision for pupils' moral and social development and good opportunities for developing pupils' spiritual awareness means that they are developing increasing responsibility and care for themselves and those within and beyond the school community.

The good procedures for checking pupils' attainment and progress and for looking after their personal welfare ensure that the school focuses on pupils' academic needs within a secure and stimulating environment.

18. Fundamental to its ethos is the school's aim 'to create a community where learning and the needs of the learner are central to everything that we do'. Its good systems for monitoring pupils' academic and personal welfare mean that pupils feel happy, secure and ready to learn. This results in a sense of purposefulness and community with a real care and concern for the well being of pupils.

19. At the last inspection, arrangements for assessment were unsatisfactory apart from the Early Years profile. A key issue for action was to ensure that teachers assessed pupils' capabilities in all elements of core subjects, using this information in planning future work and making greater use of National Curriculum level descriptions in planning work in all subjects. The school has addressed this very carefully. Assessment procedures are now good in English, mathematics and science. In other subjects, assessment is based on the key objectives and is a simple and effective method. A good assessment framework has been established and there is now a much more coordinated approach to assessment across the school. The refinement of target setting for individual pupils has also helped to raise standards since the previous inspection.

20. Recording and tracking procedures begin systematically with baseline assessment. This information is used to identify those who need extra support and to predict the levels that pupils are likely to achieve in the end of Year 2 national tests and assessments. As they move through the school, a comprehensive profile of pupils' individual performance is built up through detailed analysis of results in national and internal tests including verbal and non verbal testing. At the end of each term, an Evaluation and Review Week is timetabled during which testing takes place in reading, writing, spelling and numeracy. Observations in the classroom and a scrutiny of pupils' work are also taken into account. Pupils' performances are evaluated against existing progress targets and new targets agreed for the following half term. Data are also used to analyse how well the school is doing nationally, locally and compared with similar schools as well as to check trends such as boys' and girls' achievements, added value factors and the progress of pupils with special educational needs, the more able and the gifted and talented. However, there is no regular benchmarking with other schools. The school is compiling portfolios of levelled work in English, mathematics, science and information and communication technology. As well as the detailed scrutiny of assessment data, the school analyses pupils' responses in national and internal tests to diagnose problems and give precise insights into reasons for pupils' underachievement. For example, this led to an initiative to encourage wider interest and motivation in reading for pleasure and comprehension especially among boys in Years 3 to 6. In addition, inconsistent progress in writing especially for older pupils led to measures being put in place to raise pupils' levels of attainment in writing

including setting individual and group writing targets from Reception using Targeteers, a sticker system, individual portfolios of levelled writing, increased use of information and communication technology, and adjustments to teachers' short term planning. Individual and group targets are agreed with parents and pupils and enable pupils to focus on the specific skills necessary to move on to the next stage in their learning.

21. The use of assessment information to adjust the next stage in planning, adapt teaching styles and match work to pupils' various levels of need is inconsistent across the school. In Years 5 and 6, work is based on a thorough knowledge of pupils' needs and capabilities as well as a good degree of challenge. It is satisfactory in Years 3 and 4 but, in Years 1 and 2 and the Reception class, it does not have a sufficient clear and coherent focus to meet the very wide-ranging levels of pupils' understanding and need. This aspect of provision is not monitored carefully enough by the management of the school.

22. In the 1998 inspection, it was reported that the school provided a high level of support, guidance and pastoral care to ensure pupils' welfare. This is still the case. The good levels of care and nurture shown by all adults in the school make pupils feel personally valued and secure in their surroundings. The school knows pupils and their medical and personal needs well and is well supported by external agencies such as health professionals and social services. Child protection procedures are in place and staff are appropriately trained. The headteacher ensures that all staff, including the newly appointed, are kept informed about procedures. The Child Protection Statement is being updated. The provision for health and safety and first aid is good. There is an active Health and Safety Committee which is involved in regular checks of the grounds, buildings and equipment. Two staff are trained in first aid.

23. Regular staff meetings ensure that any concerns about pupils are shared, discussed quickly and monitored closely. During Evaluation and Review Weeks, the personal development of pupils is monitored carefully as well as pupils' academic progress. A behaviour book is also kept and is reviewed frequently to check whether any pattern of misbehaviour is emerging and to inform parents if necessary. These procedures result in the absence of oppressive behaviour. The school's attendance figures have declined since the previous inspection and are now below average. However, its good monitoring systems allow for the close tracking of individuals or groups and this decline was the result of extended holidays and long-term absence by a very small number of pupils. Certificates for good behaviour and attendance are given in assemblies. Parents confirm that procedures for the induction of Reception children and transition to secondary schools for older pupils are good.

24. All staff and governors are united in their commitment of equality of opportunity for all pupils. The caring ethos of the school where kindness, courtesy and respect are fostered ensures that all pupils take a full part in school activities and are sensitive to each other's needs. Pupils with special educational needs are well supported in group work by teaching assistants so that they make sound progress in their grasp of basic skills and in their confidence and positive attitudes to learning. However, targets on their individual education plans are variable and some are not specific enough to provide achievable goals with appropriate time limits. At the last inspection, a key issue for action was for teachers to plan more challenging tasks, particularly for more able pupils. This has been addressed well and provision for more able and gifted and talented pupils is now good. Since that time, there has been a clear focus on the effective use of differentiation, questioning and accelerated learning techniques, the establishment of an able pupils' register, increased learning resources for these pupils, enrichment classes for more able mathematicians, participation in activities for the more able and gifted and talented run by the local education authority and extra-curricular activities like chess and the OWL website. Currently, 20 per cent of the school's pupils are engaged in these activities. However, because of the variations in the quality of teaching and learning in different classes, pupils' progress is inconsistent as they move through the school and this is unsatisfactory.

25. As a result of the good procedures for academic and personal support, the school is equipping pupils with key skills as part of its whole school philosophy of self directed learning.

WHAT COULD BE IMPROVED

The consistency of the quality of teaching and learning across the school.

26. In the previous inspection, the overall quality of teaching and learning was judged to be good. In over half the lessons observed, teaching was good or better; it was very good in one in seven lessons and less than satisfactory in a small number of lessons. In this inspection, 14 lessons or parts of lessons were observed: three were very good, two were good, seven were satisfactory and two unsatisfactory. Overall, the quality of teaching and learning was judged to be satisfactory which represents a decline from the previous inspection. However, the school has experienced instability in staffing over the past two years and, during this inspection, two of the three teachers were temporary and the Advanced Skills Teacher was not present.

27. Strong features of teaching and learning are the drive and ability to support pupils in their learning and to help them to become well-motivated and independent. Based on the principles of the '5 Be's', the skilful and sensitive management of pupils by all teachers enables them to feel confident about what they can achieve. Other strengths are the systematic and structured teaching of key skills, clear and inventive explanations and illustrations, a good balance between imparting knowledge and allowing pupils to think for themselves, a high level of challenge so that pupils can use their talents to the full and demanding questions which prompt pupils to think creatively and to make connections between different aspects of their work. Weaknesses include a lack of pace and vitality so that pupils relax into a comfortable rate of working, over direction by the teacher so that pupils do not think for themselves and become restless and over use of work sheets which limit pupils' thinking and recording skills. Reviews at the end of lessons are not used always adequately to evaluate what pupils have learned and to think what they need to learn next. In the case of pupils in Reception and Years 1 and 2, assessment information is not used with enough precision to enable work to be closely matched to the very varied stages of understanding in this mixed age class. Teaching in the Foundation Stage does not always provide children with sufficient opportunities to choose activities for themselves or initiate ideas independently. The monitoring and evaluation of teaching and learning by the management of the school are not sufficiently rigorous to ensure that these weaknesses are eradicated where they exist.

28. Teaching and learning are very good in Years 5 and 6 and in lessons taken by the headteacher such as literacy classes in Years 3 and 4 and for more able mathematicians in Years 5 and 6. In the rest of the school, teaching and learning are satisfactory. Such sharp variations in quality mean that, although pupils achieve well by the time they leave the school, their progress is too erratic to meet the school's aim of 'striving to achieve the full potential of each child'.

The provision for pupils' cultural development which, although satisfactory overall, does not adequately raise their awareness and understanding of Britain as a multicultural society.

29. Overall, the school makes satisfactory provision for pupils' cultural development. They are encouraged to value their own heritage and the traditions of the village community such as attending Warninglid and Slaugham churches and Golden Jubilee Celebrations. They visit places like Seven Sisters Country Park and have entertained visitors such as poets, authors, storytellers, theatre groups, musicians and the Millennium Maths Project Roadshow. They gain a knowledge of world faiths through studying Christianity, Hinduism and Islam and celebrate festivals like Holi, Sukkot, Eid ul Fitr and Easter. Younger pupils have looked at Japanese Star and Doll festivals and have made an 'ema' as well as their own masks to celebrate the Chinese New Year. In geography, they have studied Australia and the Great Barrier Reef. Pupils learn about the legacy of ancient civilisations through designing Greek pots, exploring the treasures of Tutankhamun and reliving history through Greek and Tudor days. Pupils in Year 6 have made posters advertising Chalon sur Saone and have studied aspects of French language and culture. There is insufficient emphasis on African and Asian cultures.

30. As part of its commitment to equality of opportunity, the school states: 'We recognise the cultural diversity of our nation and actively seek to promote multicultural harmony.' However, there is not enough attention given to raising pupils' awareness and understanding of Britain as a multicultural society through the curriculum and everyday routines of the school. This includes ensuring that the images presented to pupils through displays, artefacts, books, games, toys, resources for the Foundation Stage, links with schools with a high number of minority ethnic pupils, languages, labelling, musical instruments, posters and role models are fully representative of Britain in this century. Pupils are not being given a broad enough range of experiences to

enable them to be fully aware of the impact of a wide range of cultures and to develop an understanding of Britain as a multicultural society.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to improve the quality of education offered to the pupils, the headteacher, staff and governors should:

- (1) **Improve the consistency of the quality of teaching and learning across the school by addressing the weaknesses described in paragraphs 26 to 28.**

- (2) **Raise pupils' awareness and understanding of Britain as a multicultural society.**
(Paragraphs 29 and 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	2	7	2	0	0
Percentage	0	21	15	50	14	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 seven percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	63
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	12
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	6	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	83 (100)	100 (100)	92(100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (88)	100(100)
	National	85 (85)	89 (89)	89 (89)

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

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	4	6	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	70(93)	60 (86)	90 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	70(79)	60 (86)	90(100)
	National	73 (72)	74 (74)	82 (82)

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

* Data omitted because of small number of pupils in year group

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	57	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	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	0	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	0	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)	4
Number of pupils per qualified teacher	15.75
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	71

Financial information

Financial year	2001/02
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	£
Total income	208985
Total expenditure	199081
Expenditure per pupil	2765

FTE means full-time equivalent.

Balance brought forward from previous year	7152
Balance carried forward to next year	9903

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	65
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	2	2	0
My child is making good progress in school.	36	50	8	4	2
Behaviour in the school is good.	35	61	0	4	0
My child gets the right amount of work to do at home.	38	42	8	6	6
The teaching is good.	50	44	4	2	0
I am kept well informed about how my child is getting on.	36	48	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	54	36	4	6	0
The school expects my child to work hard and achieve his or her best.	52	42	4	2	0
The school works closely with parents.	36	46	16	2	0
The school is well led and managed.	26	58	12	4	0

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

37	57	6	0	0
67	29	0	4	0