

INSPECTION REPORT

LINDFIELD PRIMARY SCHOOL

Lindfield

LEA area: West Sussex

Unique reference number: 133299

Acting Headteacher: Bob White

Reporting inspector: Dr John Collings
20752

Dates of inspection: 27th – 30th January 2003

Inspection number: 249048

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Beckworth
Lindfield
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Appropriate authority: Governing Body

Name of chair of governors: Mr M Delbridge

Date of previous inspection: None

INFORMATION ABOUT THE INSPECTION TEAM

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20752	John Collings	Registered inspector	Science Information and communication technology	The school's results and pupils' achievements What the school should do to improve further
12289	Sue Burgess	Lay inspector	Equal opportunities	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?
32314	Elizabeth Wilson-Chalon	Team inspector	Art and design Design and technology Music	How well the school is led and managed?
30705	Graham Stephens	Team inspector	Mathematics Physical education Geography	How well are pupils taught?
22831	Clive Lewis	Team inspector	Foundation Stage Religious education	How good are curriculum and other opportunities offered to pupils?
4486	Michael Weller	Team inspector	Special educational needs English History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lindfield is a primary school for 420 pupils aged four to 11, formed from amalgamating infant and junior schools in September 2000. There are 412 pupils on roll with 14 pupils whose ethnic origin is not British and three pupils for whom English is an additional language, which is a bit higher than in most schools. There are 34 pupils (eight per cent) with special educational needs, which is well below the national average. Of these there are five with statements of special educational need and eight on school action plus. Three per cent of pupils are eligible for free school meals, which is well below the national average. There have been no exclusions and pupils' mobility is low at 15. Twenty five per cent of pupils come from out of the catchment and attainment is generally above that found nationally.

HOW GOOD THE SCHOOL IS

This is a good school with a significant number of features that are very good and excellent. The school's commitment to high standards was established by the headteacher when the school opened in 2000. This vision of a school which is dedicated to high achievement through a cross-curricular approach, has been very well supported by the excellent governing body and continues to be implemented by the acting headteacher, senior management team and supported by the good teaching by its staff. This has resulted in high standards particularly in English and mathematics. There is a strong commitment to maintaining successful practice and raising standards further. The school gives good value for money.

What the school does well

- Standards in English, mathematics, physical education and art throughout the school, and junior history.
- Foundation Stage provision for pupils under five,
- Very good teaching in the Foundation Stage and good teaching in the rest of the school.
- Very good personal development and relationships leading to good pupil attitudes and behaviour.
- A good cross-curricular curriculum clearly based on literacy.
- Good attitudes and behaviour of pupils.
- Very good provision for pupils' spiritual, moral, social and cultural education.
- Very good leadership and management, monitoring of teaching and learning and use of resources.
- The governing body are excellent with a very clear vision for the school and very good monitoring of 'best value'.
- Parents' views of, and links with the school are very good.

What could be improved

- Standards in science, particularly the development of pupils' investigative skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school is newly established so does not have a previous report.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	N/a	A*	A	A	well above average A above average B average C below average D well below average E
Mathematics	N/a	A	A	C	
science	N/a	A	C	D	

The table shows that, since 2001, the standards pupils achieved by the end of Year 6 in English and mathematics have been well above average. Standards in science in 2002 were average. When compared with similar schools, results in English were well above average, average in mathematics, and below average in science. However, it should be noted that when the school is being compared with similar schools it is being compared with the most demanding band of similar schools. Attainment on entry to the school is above average. Year 6 pupils in 2002 made very good progress in English and mathematics and satisfactory progress in science from when they took tests at seven. With only two years of results, making any firm judgements over any trend would be unreliable. The school's targets for Level 4 in English and mathematics were not quite met but for the higher Level 5, they were exceeded.

National tests in 2002 showed infant attainment in reading and writing to be well above average and in writing to be in the top five per cent.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic, enjoy their work and make positive contributions to all aspects of school life.
Behaviour, in and out of classrooms	Good. Pupils are polite, considerate and well behaved in and around the school.
Personal development and relationships	Very good. This leads to very good relationships between pupils, and pupils and staff.
Attendance	Satisfactory. A significant amount of holiday absence prevents this from being good or better.

Pupils' good attitudes and very good relationships contribute greatly to the purposeful and orderly atmosphere existing in the school. They display a genuine interest and involvement in their learning.

TEACHING AND LEARNING

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

The quality of teaching is good overall. Over two thirds of the lessons seen were good or better, of which nearly one in four were very good or excellent. The teaching of English was at least good with one in four lessons very good or excellent. The teaching of mathematics was also good with very nearly one in four were very good or excellent. The strength of the teaching in English is the way it is used and extended in other areas of the curriculum, giving pupils opportunities to apply and consolidate their learning. This is less apparent in mathematics. The needs of all pupils are met very well and are fully included. Pupils with special educational needs make good progress because they are supported very well by experienced learning support assistants.

Teachers plan well and this underpins the most successful lessons. Teachers have high expectations and clear objectives for learning. Generally teachers work at a brisk pace and include interesting activities. At the end of these lessons, teachers and pupils review progress against the learning objective together.

In satisfactory lessons, the pace is either often too slow, or pupils are not given time to consolidate the skills learnt and/or teachers do not discriminate sufficiently to extend and challenge the more able pupils or support those who find learning more challenging. Marking throughout the school is inconsistent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A strength is the developing curriculum map identifying cross-curricular links.
Provision for pupils with special educational needs	Good. Pupils have very clear targets which enable them to make good progress based on their prior attainment.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. The provision the school makes is very effective and a strength of the school.
How well the school cares for its pupils	Very good. The school is a very caring environment where pupils are treated as individuals and looked after well.

The well-planned cross-curricular links are a significant factor in supporting pupils' learning and in the overall good progress they make. The school provides a very good range of extra curricular activities; the community makes an excellent contribution to pupils' learning; and the relationships with partner institutions are very good. The school's partnership with parents is also very good. Parents rightly feel that this is a good school and that teachers are very positive about listening to any concerns they may have.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Since the school opened the headteacher and the deputy headteacher have provided very good leadership and management. The acting headteacher has continued to provide the very good leadership and management the school requires to implement and develop the original vision for the school. The acting headteacher is very well supported by, the acting deputy headteacher and other key staff.
How well the governors fulfil their responsibilities	Excellent. The governors are very challenging yet supportive. They play a very active role in the management of the school and fulfil their statutory requirements very well.
The school's evaluation of its performance	Very good. The school analyses its results very methodically and knows in detail the achievements of all its pupils.
The strategic use of resources	The school makes very effective use of all staff, material resources and accommodation, including the school grounds.

The strength in leadership is the very clear vision to a full, well-balanced integrated curriculum where all subjects are valued, its commitment to high standards. This vision has been maintained through very good leadership and management, through a range of difficulties ranging from the initial amalgamation, staff changes and illness. The school is well placed to implement the priorities identified in the school improvement plan. The school applies the principles of best value when seeking services for the school excellently, when comparing standards achieved and when monitoring the effectiveness of its spending.

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 and make good progress.• The school expects their children to work hard and help them to become mature.• Behaviour in the school is good.• Teaching is good and parents feel comfortable approaching the school.	<ul style="list-style-type: none">• A more interesting range of activities.

Inspectors agreed with parents about the strengths of the school. However, they judged the range of curricular opportunities during the school day to be good, and the extra-curricular opportunities, including those offered after school, to be very good and significantly better than that found in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards in the school are good and pupils make good progress. No comments are made on improvements since the last inspection as this is a recently amalgamated school and has no previous report. It is also not possible to comment on trends in recent years.
2. In 2002 National Curriculum tests, results for 11 year old in English and mathematics were well above average and average in science. Overall, pupils made very good progress in English and mathematics and satisfactory progress in science from their previous attainment at the end of the infants. The school is in the most demanding band when being compared with similar schools and is well above average in English, average for mathematics and below average in science. Standards have broadly been maintained from 2001 to 2002.
3. In the 2002 National Curriculum tests, results for seven year olds are well above average in reading, in the top five per cent of schools in writing, and well above average in mathematics. Standards have been maintained from 2001 to 2002.
4. Although testing of children on entry to the school is no longer statutory, the school has made the decision to continue to undertake local education authority baseline assessments of basic skills within the first half-term of children entering the school. This confirms that, although attainment varies from year to year, overall attainment on entry to the school is above that found nationally. At the time of inspection, at the beginning of the spring term, the great majority of children were attaining the recommended ¹Early Learning Goals and attainment is above expectations by the end of the Foundation Stage in all the Early Learning Goals.
5. Pupils make good progress in the infants and juniors. There was no evidence to suggest that the performance of boys was significantly different from girls. However, due largely to the school's emphasis on English and mathematics, standards in science, although meeting national averages, are not as high as English and mathematics in either the infants or juniors. In both infants and juniors, standards in art and physical education are above those expected; in design and technology, information and communication technology, geography, music and religious education they are in line with expectations; in history they are in line with expectations in the infants and above average in the juniors.
6. Inspection evidence in for English shows that speaking and listening, reading are well above average in infants and juniors. Writing is well above average in the infants and above average in the juniors. Overall, standards in handwriting vary, and standards of spelling are inconsistent. In mathematics, pupils are attaining above national expectations by seven, and well above expectations by 11.

¹ Early Learning Goals: these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

7. In science, inspection evidence shows pupils, while meeting expectations, do not succeed in science as well as in English and mathematics. This is largely due to the emphasis given to English and mathematics since the school opened in September 2000. It is already part of the school improvement plan to ensure it is given due emphasis to improve standards by making sure work is sufficiently challenging for all pupils and pupils have sufficient opportunities to develop independent investigative skills.
8. Pupils' attainment in information and communication technology is in line with expectation. The school has put a significant amount of effort and resources into raising teachers expertise and providing good facilities. This is now beginning to show positive results with pupils secure in a wide range of skills but have yet to apply these sufficiently across the whole curriculum.
9. Pupils with special educational needs make good progress in infants and juniors matched against their statements and the targets on their individual education plans.
10. The school's targets for Level 4 in English and mathematics were not quite met but for the higher Level 5, they were exceeded.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to learning are generally good and often very good. Almost all parents who replied to the pre-inspection questionnaire confirmed that their children like school. Pupils are interested in their work, enjoy reading and generally sustain their concentration during lessons. Pupils are supportive of each other when working in groups and pairs, for example; pupils collaborated effectively to establish sequences in a Year 5 physical education lesson, worked well in pairs with cups and counters to test each other's answers in a Year 1 mathematics lesson and much enjoyed enacting the story of 'The Three Little Pigs' in a Year 1 literacy lesson. Pupils also work very well independently when required, for example; when discussing ideas in religious education in Year 2 and history in Year 6, giving co-ordinate directions in mathematics in Year 3, and becoming engrossed in writing a letter to Funnybones in a Year 2 English lesson.
12. Behaviour during lessons, in assemblies and at break-times is generally good although, on occasion, pupils become too boisterous when not directly supervised. When adults are present, pupils are very well behaved and considerate of others. The behaviour of reception children, for example, was exemplary on their way to the hall for a lesson, pupils routinely hold doors open for those following and the Year 4 swimmers were a credit to the school on their visit to the Dolphin Leisure Centre. Lunchtimes in the hall, although noisy, are orderly and sociable.
13. Relationships between staff and pupils and between pupils themselves are very good. Pupils are polite and confident with adults and are happy to talk about their work. In conversations with inspectors, it was clear that pupils are proud of their school and that they appreciate the many educational and leisure opportunities they are offered.
14. Personal development is very good and is enhanced by the increased responsibilities that pupils undertake as they progress through the school. Even the youngest collect and deliver registers to the office and all are fully included. Pupils of all ages willingly help with classroom routines and school council representatives take their duties seriously. By Year 6, pupils have a wide range of responsibilities such as updating the pupils' website, helping in the infant playground and sitting with younger ones at their lunch tables.

15. Personal development is also enhanced by a very good number of extra-curricular activities, by interesting educational trips, which pupils recall with pleasure, and by the diversity of visitors invited into school to complement the curriculum. An interesting initiative is the Peer Mediation Scheme in which Year 10 students from Oathall Community College work with pupils from Years 5 and 6 on a weekly basis to train them in the skills needed to solve disputes as they arise. The pupils concerned are enthusiastic about the scheme and during inspection week were finalising their training with role play and the design of distinctive badges.
16. Pupils are very supportive of other pupils with special educational needs and they are enabled to participate well in classroom activities. For example, teaching assistants engage pupils with learning difficulties in conversation ensuring they understand so that they can contribute to discussion and presentations during plenary sessions. Other pupils accept that some individuals have emotional and behavioural difficulties and do not allow this to distract them from learning. There are very good examples of the improvement in behaviour of individual pupils. One has received a special award for improved behaviour. Another was close to exclusion but through involvement in self-evaluation, is no longer 'at risk'.
17. Attendance, at 93.86 per cent, is very slightly below the national average. A major factor in the relatively high absence figure is the fact that so many parents take their children out of school for holidays during term time. There is no particular pattern to these absences as they vary from family holidays, which may exceed the ten days that can be authorised in any one year, to very many single or even half days. In total, children missed 1236 days of school in the year 2001-2. Unauthorised absence is 0.35 per cent below the national average and there were no exclusions last year. Registration sessions are efficient and orderly although a few pupils are regularly late for school.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching and learning is good overall and very good in classes for the under fives. Two thirds of the lessons seen in the infant and junior classes were good or better with one in four very good or excellent. No unsatisfactory lessons were observed. Since the merger of the infant and junior schools both the headteacher and the acting headteacher have provided very good support for staff and have created a very effective team, that collaborates well, often sharing and planning together. Relationships between teachers and pupils are very good, pupils feel secure and most do not hesitate to ask for help if needed. This ongoing dialogue helps pupils develop very positive attitudes to school and this in turn impacts positively on teaching and learning.
19. Teachers have good subject expertise, particularly in the core subjects of English and mathematics, and their careful deployment has maximised the impact of their specialist skills. Since the school opened, staff have focused strongly on attaining high standards in these two subjects and the results of both national and interim assessments in English and mathematics are analysed carefully. This pinpoints areas of strength and areas of learning that need to be developed further. This, combined with the teachers' understanding of individual needs, helps teachers plan lessons effectively. Standards are also above average in art and design, physical education and design and technology, however, less time has been spent on developing these and other subjects and areas within them, such as assessment and subject leadership. The school has acknowledged that further in-service training to improve teachers' subject expertise in science and particularly the practical application of skills learned is also required and plans are in hand to address this need.

20. Basic literacy and numeracy skills are taught well throughout the school, helping pupils to achieve well and to make good and often very good progress in many lessons. Reasons for this are the successful implementation of the literacy and numeracy strategies, the good support of the headteacher and the senior management team, the impact of the established numeracy co-ordinator, the good use made of staff training and the support of well trained and briefed teaching assistants. Staff have developed very good questioning skills, intervene well to extend pupils' skills and understanding and use resources well to motivate pupils.
21. For example, in an excellent English lesson in Year 2, cross-curricular links with science are explored and pupils are intrigued when asked to write letters to 'Funnybones.' They are supported well by the teaching assistant, the provision of writing frames and the timely intervention of the teacher who uses praise effectively whilst encouraging pupils to check their work for errors and punctuation. In a very good mathematics lesson in Year 6, the teacher says 'explain your answer, tell me what you did,' and throughout she talked positively about the subject acting as a very good role model for the pupils.
22. Teachers also seize opportunities in other lessons, besides English and mathematics, to reinforce and extend pupils' basic skills. Throughout the school displays of art and design work reflected the breadth and depth of study and likewise, success in local sports competitions reflect the impact of aspects of the physical education curriculum. Pupils are also beginning to make confident and purposeful use of information technology to implement and extend their basic skills.
23. The teaching and learning of pupils with special educational needs are good. They are very good when pupils are supported one to one by a support teacher or teaching assistant, or in small groups. This is particularly effective in Years 1 and 2 where at times there are three other adults apart from the class teacher supporting. Communication and liaison between the class teacher and support staff are very good and a clear record and evaluation of progress are kept on teacher assistant link sheets. All teachers have copies of pupils' individual education plans and refer to them when planning. However in Years 3 to 6, although teaching is good or very good when support is available, some teachers need to plan more effective strategies to ensure that special educational needs pupils can work independently when support is not available.
24. Teachers take every opportunity to explore and make explicit to pupils, links across the curriculum. This cross-curricular approach is evident in most classes. For example, in Year 3, pupils explore nets in mathematics, then make houses in design and technology and link these in a geography display on the local area. Links between the ancient Greeks and modern Greece are made in history in Year 5 and pupils link a map of the world to written accounts of news events. In a Year 2 mathematics lesson, pupils link a science theme on healthy eating to a survey of pupils' favourite foods that are then displayed in block graphs using information technology. Visiting artists and theatre groups have also inspired the pupils and wall hangings made during the artist in residence visit are on prominent display in the school.
25. In the majority of lessons, teachers manage the pupils in a consistent and positive way and this in turn contributes to the pupils' very positive attitudes to learning. Relationships between pupils and staff are very good throughout the school and pupils benefit from the calm, purposeful atmosphere created in most lessons. They feel secure and confident to ask questions and are most are anxious to gain the approval of the teachers by trying their best.

26. Teachers have a very good knowledge of individual pupils and they use this to promote their self-esteem and personal development. In the best lessons, they listen well to pupils and are sensitive to those who are either too shy or embarrassed to venture either an opinion or query. For example, in one Year 6 class the pupils are encouraged to place their name on the whiteboard if they have a concern and the teacher then makes time later to talk to the pupil to either reassure or explain. Teachers often draw on the pupils' experience to generate discussion or invite visitors to capture the pupils' interest, such as the 'climber,' with all his equipment, that spoke to pupils in Year 6 at the beginning of a project on mountains. These factors, together with well-chosen resources, help to make learning relevant to pupils of all ages, capture their interest and make them keen to learn.
27. Teachers work in close collaboration with teaching assistants. They brief them well and they are deployed to ensure that their skilled and valued support has a very positive impact on pupils' learning. Parents, many with expertise to share, also offer valued support to the school. In Year 2, a parent ran a very successful 'keep-fit' session for both classes and other parents help around the school listening to readers and generally assisting teachers in classes.
28. Teachers plan well and this underpins the most successful lessons. These are characterised by teachers having high expectations and setting and sharing with the pupils a clear objective for learning, a brisk pace and an activity that interests the pupils and motivates them to achieve the objective set. At the end of these lessons, teachers and pupils review together progress against the learning objective. Good examples were seen of teachers using these assessments of pupils' responses and outcomes of work, to carefully adjust the content and activities in the subsequent lesson, so that it was closely matched to their immediate needs. This helps pupils do well.
29. In satisfactory lessons the pace is either often too slow, or pupils are not given time to consolidate the skills learned, as was the case in an information and communication technology lesson in Year 4. Also in these lessons teachers do not distinguish between pupils' ability sufficiently and miss opportunities to either extend and challenge the more able pupils or support those who find learning more challenging. Marking throughout the school is inconsistent. Whilst teachers in all classes and especially in Years 1 and 2, do their best to mark and discuss work with the pupils, marking in books rarely questions or asks pupils to explain their thinking. Teachers' expectations with regard to presentation of work in books are also variable and need to be more consistent.
30. Homework is set regularly in all classes and the rate of return indicates good support from parents. Barney Bear in Year 2 regularly visits pupils' homes and has the most wonderful adventures that are recounted to the class every Monday morning. Pupils take reading books home regularly to share with parents and also tasks and problems that mostly relate to learning in school. Every year group also has a curriculum evening where themes and learning objectives are shared with parents. This also helps place in context the work that is set for homework.

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

31. The school provides an exciting, purposeful and relevant curriculum with a good quality and range of worthwhile learning opportunities, which successfully meet the interests, aptitudes, and special educational needs of all its pupils. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education. There is a detailed, whole-school curriculum map with a very good range of

planned cross-curricular links in place with government-recommended schemes of work for all curriculum subjects. These provide secure continuity and progression in learning and appropriate guidance to teachers. The curriculum for the youngest children is carefully planned to meet the requirements of the Early Learning Goals and ²Stepping Stones for Learning.

32. There are no pupils disapplied from the National Curriculum. Very good support for literacy and numeracy ensures that all pupils have as full access as possible. Some pupils are withdrawn from parts of lessons and reintegrated as soon as possible. The special educational needs co-ordinator has only been permanently in post since last November and she is reviewing current practice.
33. A clear strength in the organisation of the subject is the planning for and use made of cross-curricular links. Literacy is at the heart of the curriculum and all pupils benefit from daily opportunities for additional literacy learning. There are good opportunities to use information and communication technology in English, mathematics and science but this could be developed still further to develop pupils' thinking and to help them record outcomes in imaginative ways. Good examples of cross-curricular links are in Year 1, where pupils link maps with drawings of houses, their three-dimensional models of houses, and postcards addressed appropriately showing good cross-curricular links with English. In Year 6, pupils study mountain ranges and environments, producing booklets showing the outcomes of research and good cross-curricular links with art. In Year 2, the class had received a letter from Funnybones, the skeleton in the story they had shared. They were all motivated to write letters back using what they had learned in science about food and diet to give advice.
34. However, the science curriculum, although meeting requirements does not cater well for the range of ability in classes particularly by including work to ensure higher attaining pupils are sufficiently challenged. This is particularly evident in science investigations where pupils lack the independence expected. The school has done a great deal to ensure information and communication technology is fully implemented but links to other subjects are not exploited sufficiently to, for example, use a word processor or presentation package to present information to others in, for example, history or geography, or use a spread sheet to calculate and present calculation in mathematics. Pupils enjoy music lessons, however, a clear progression of the knowledge, understanding and skills from one year to the next is not fully in place. The school is well aware of these issues and they are included in the school improvement plan for development.
35. A very good range of well-supported extra-curricular activities takes place during lunchtimes and before and after school during the year. These include a cross-country club run before school, football and netball clubs, a recorder club, calligraphy club, art club, drama club, a French club. A very good programme of additional educational visits to support the curriculum such as visits to the Imperial War Museum, Michelham Priory and the National Portrait Gallery and visits to the school by various drama groups, an Indian workshop and road safety groups is provided to further enhance learning.
36. The school makes very good provision for pupils' personal, social and health education (PHSE) through whole-school assemblies, ³circle times, science and religious education. The very good programme of visits and visitors makes a valuable contribution to pupils' understanding of the responsibilities of being a member of the

² Stepping stones are small incremental steps that lead to the Early Learning Goals.

³ Circle time is time given during the day in which pupils are able to discuss their feelings and concerns in an open and secure environment.

community. The school has very good links with its partner institutions – there are strong and effective links with the feeder playgroups and very strong links with the local Beacon school and special schools.

37. The school has established excellent links with the local community, which much enhance pupils' learning. It is well regarded in the village and several governors are actively involved in local organisations. Some village residents volunteer to help pupils with their reading. Others are very generous in the loan of artefacts such as Clarice Cliff china for Year 6 topic work and items of interest for display. All three Lindfield churches are involved in the systematic forward planning of weekly assemblies taken by a representative of each in turn. Pupils make regular visits to the parish church of All Saints when studying aspects of Christianity.
38. The school makes very good use of its location in an interesting area and its proximity to London to enhance pupils' learning opportunities. In the past year, for instance, pupils have visited the Imperial War Museum, Wakehurst Place, Fishbourne Roman Palace, the National Portrait Gallery, the Brighton Sealife Centre and the port of Shoreham. Year 6 also enjoy a residential visit to the Westbrook Centre on the Isle of Wight. There is a very good range of visitors to school, such as opera and theatre workshops, an Egyptologist, the editor of the local paper and parents to talk about their jobs or interests. The PHSE curriculum is well supported by visits from the school nurse and a Sussex Police representative.
39. The provision for pupils' spiritual, moral, social and cultural development is all very good and makes a significant contribution to pupils' personal development.
40. Spiritual development is promoted very effectively through religious education, lessons in and in general through the life of the school, for example, respect for the beliefs and customs of others is promoted effectively through studies of world religions and the tolerance for others that they share in their teachings. Spiritual development is promoted through assemblies however these tend to lack a sense of occasion.
41. Pupils are asked to consider principles such as the importance of teamwork, helpfulness and friendship. These are examined further in circle time and in PHSE lessons. In other areas of the curriculum and through a marked emphasis on the natural environment, pupils are encouraged to reflect on the world around them. The school grounds are a major asset in this respect and good use of them is made throughout the year. Pupils are proud of their school and understand very well the 'sheltering arm' concept of the new school building.
42. Provision for moral development is very good. The staff provide good role models and demonstrate strong teamwork. In addition to emphasising the differences between right and wrong, the school promotes the message that pupils can make choices about their own behaviour and that their actions have an impact on others. The ten-point code of behaviour is prominently displayed around the school. Each class devises its own rules at the start of the school year and these may form the basis for later discussion. Moral discussions play a large part in lessons such as a religious education lesson on concepts of paradise and consideration of some of the difficult choices and moral dilemmas faced by German people in the Second World War. Through these and PHSE sessions, pupils are constantly helped to understand and interpret different points of view.
43. Provision for pupils' social and cultural development is also very good. The school works hard to build up pupils' confidence and self-esteem through an established

programme of PHSE and citizenship. This starts in reception with activities such as the parachute game, which very effectively teaches pupils the value of trust and co-operation. Pupils have many opportunities to take part in sporting competition against other schools, both within the family group of eight schools and as part of area events. There is a very good range of extra-curricular and frequent educational trips, including a residential week on the Isle of Wight for Year 6, a broad range of visitors into school and a high level of community involvement all further enhance provision for social development. Through aspects of English, geography, history, religious education and, to a lesser extent, music, pupils are introduced to their own and other national cultural heritages. Pupils are provided with many opportunities for appreciation of different cultures through very effective links with the local community and further afield. During work for religious education, pupils have studied aspects of Christianity, Judaism, Hinduism and Islam. For art and design, the creativity of such artists as William Morris, Andy Goldsworthy, Matisse, Clarice Cliff and Indian painters has inspired pupils to produce work of high quality.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school has a welcoming, friendly atmosphere that helps pupils to feel secure and confident. Staff work very well as a team, know their pupils well and provide good role models. Pupils are supervised well throughout the day. When practical help is needed, such as when pupils feel unwell, it is given calmly and quickly.
45. Child protection arrangements are good, with effective liaison with outside agencies when necessary. Health and safety inspections and an annual risk assessment are efficiently organised by the resources committee of the governing body.
46. There are effective procedures in place for monitoring and promoting good behaviour. The behaviour code is prominently displayed in school and each class devises its own rules at the start of the year. In addition to a whole-school credits system, class teachers offer a variety of incentives to pupils such as certificates for Star of the Week, raffle tickets to win the loan of a special book or marbles in a jar contributing to a reward of the pupils' choice. Pupils enjoy showing good pieces of work to the acting headteacher and receiving special stickers. Midday supervisors record playground incidents and teaching staff are told about any particular problems.
47. All classes have circle times in which pupils are able to discuss their feelings and concerns in an open and secure environment. For the few pupils with identified behavioural problems, teachers keep a weekly class monitoring sheet which can form the basis of a pupil assessment profile and an individual behaviour plan. This has proved successful in encouraging pupils to take responsibility for their own actions and avoiding possible exclusion. The school actively and consistently discourages bullying and instances of unacceptable incidents between pupils are rare.
48. Procedures for monitoring and promoting good attendance are satisfactory. The education welfare officer visits the school regularly to check the registers and follow up any attendance issues. Among these is the fact that a significant minority of pupils are regularly late for school but there is at present no separate system for recording the reasons for unpunctuality. A more serious cause for concern is the very high number of school days that were lost last year because parents took their children on holiday in term time. Both these matters have been brought to parents' attention in recent newsletters. Implementation of the new 'Attendance for Windows' system will enable the monitoring and promotion of good attendance to improve significantly.

49. The school has good procedures in place for assessing pupils' attainment and progress. Good use is made of baseline assessment when pupils enter the school and statutory and optional, nationally approved tests each year in literacy and numeracy. These tests are used to inform pupils' literacy and numeracy targets. Group targets are also set for science and information and communication technology. In other subjects, teachers record comments and National Curriculum levels at the end of a unit of work. The school has begun to collect portfolios of pupils' work in English and science and intends to extend these into other subjects. These will be used to agree standards and to monitor progress. The early identification of pupils with special educational needs is very good. Their continued progress is monitored to see whether they reach the targets set in their individual education programmes.
50. Assessment information is used well in English and mathematics and is developing in information and communication technology. Results of tests and pupils' work are analysed; strengths and weaknesses identified and acted upon. This has led, for example in English, to more consistent approaches to teaching reading and an improvement in boys' literacy. It has been done particularly well in mathematics where both the national assessments and those carried out by the school are carefully analysed for aspects of the curriculum where standards need to improve. A pack is then prepared for each year group to support teachers in planning for the year ahead ensuring that these aspects are addressed. The high levels of attainment achieved by pupils in these subjects are an indication of the effectiveness of this analysis. The school now wishes to extend this practice into other subjects.
51. The school has begun to use a computerised tracking system to monitor the progress of pupils as they move through the school. At present, this provides an effective tool in English and mathematics. The school has also identified the need to analyse the progress of more able pupils and the progress of special educational needs pupils. At present the procedures for monitoring and supporting pupils' progress are satisfactory with a clear improvement plan to extend good practice more widely.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Both the school and parents work hard to maintain a very successful partnership between home and school with the result that this aspect is a strength of the school.
53. Parents' views of the school are very positive. Almost all who returned the pre-inspection questionnaire said that their child likes school, that behaviour and teaching are good and that the school is helping their child to become more mature. Those who attended the meeting with the registered inspector agreed on the happy, contented atmosphere of the school and there was general praise for the amount of advance detail given on what is to be taught over the year and with information on pupils' progress. Parents at the meeting also felt that the school deserved credit for the way in which difficulties arising from the recent amalgamation had been overcome.
54. There were several individual concerns raised in writing, among which were a few requests that there should be more extra-curricular activities. Inspectors do not agree with this view and consider that the range of clubs offered is in fact very good. A few parents were concerned about the extent of supervision of break times and a general lack of facilities in the playgrounds. Inspectors found that there are sufficient supervisors but agree that playtimes, especially in the infant playground could be improved by the provision of some activities and a more interesting environment. This is something that the school already has plans to address in the near future.

55. The impact of parents' involvement on the work of the school is very good. Several parents regularly help in classrooms and with reading. Others support the school in practical ways such as accompanying trips and helping in the grounds. Others run, or help to run, clubs such as drama, netball, cross-country, art and French. One parent who is a fitness instructor takes physical education lessons. Others have visited the school to talk to Year 2 as part of their 'Jobs In The Community' topic. The very active parent teacher association organises a wide range of popular social and fund-raising events and just over £7000 was donated to the school last year. Current fund-raising has been towards the provision of an all-weather sports pitch on the field shared with Blackthorns.
56. Almost all parents attend consultation evenings to discuss their children's progress with teachers. There is very good support for events such as the annual open day, sports day, school productions and curriculum evenings. The annual meeting with governors is also well attended when it is combined with the Parent Teacher Association annual general meeting. Parents are very supportive of their children's homework and send interesting artefacts into school to contribute to topic displays.
57. Both the quality and quantity of information for parents are very good. The governors' community relations committee organises the production of the prospectus and the governors' report to parents. These contain all the necessary information in an attractive, illustrated format. A wide range of information is also available on the school's interesting, interactive website. Newsletters are sent out every two weeks throughout the year. Opportunities are provided each term for parents to meet teachers by appointment and there are plans to hold more open days than at present. High quality annual reports are personal to each child, clearly describe pupils' attainment and progress and include targets for future improvement.
58. The special educational needs co-ordinator is available to parents whenever she is in school and they have been informed of her availability. Parents are fully involved in annual reviews. They are consulted on the targets in pupils' individual education plans and are kept well informed about progress to meet the targets. They are also given advice on work that they could do to support their child's learning at home, for example with spelling or reading.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The leadership and management of the school are very good. The acting headteacher has continued the momentum of school improvement and effective team-work through difficult and changing circumstances. A good deal of work has been done to help two schools become one and develop a shared sense of trust and purpose. Under the direction of the headteacher the school aims were originally drawn up by everyone involved in the amalgamation and now, after some staff changes, these are being reviewed collaboratively. The clear vision for the school originally constructed by the headteacher and deputy headteacher (who is currently the acting headteacher), is communicated very well and shared by the governing body, the senior management team, the teachers and all the support staff. The corporate belief is that Lindfield is a school committed to high achievement given chances to achieve their best in many areas. The acting headteacher leads the school's commitment to very good relationships and the governors cite high standards and 'laughter in the staff room' as a measure of the school's success.
60. The structure and systems that are in place within the management of the school mean that everyone is clear in their role and able to be effective in moving learning forward.

Meetings are regularly held for office staff, teacher support assistants, senior management and all staff. These meetings are run well, are a genuine two way process, and ensures that the aims, vision and expectations are communicated very clearly. This results in all members of the school feeling valued. There is a genuine pride from the staff in being part of Lindfield Primary School. The performance management policy is in place and effective.

61. The infant and junior stage co-ordinators are clear in their role and are the first in line to deal with parent concerns, behaviour issues, teacher anxieties, or to give advice on curriculum. They are a key support to the staff. Currently they give some feedback on weekly lesson plans but this is an area for development identified in the school improvement plan.
62. Subject co-ordinators are generally passionate about their subject and lead many developments in their own time. They respond to the needs of teachers, run budgets and organise resources. They write action plans for their subject, which are shared with the senior management team, thus helping the school set priorities for the school improvement plan. Leadership of mathematics is particularly good and is reflected in the very high standards the school achieves.
63. The leadership and management of special educational needs are good. The special educational needs co-ordinator oversees the superb team of teacher support assistants, runs their meetings, manages their professional development and thus enhances their contribution to children's learning. Communication between the members of the team is good. All staff have received in-service training on the new Code of Practice. There is a clear inclusion policy and an appropriate special educational needs improvement plan to meet identified needs. The special educational needs governor is well informed and visits the school regularly. There is a termly report to parents.
64. The school evaluates itself very well. The acting headteacher and the governing body are very aware of the school's strengths and equally are clear about what steps need to be taken in order to move forward. The senior management team includes the infant and junior stage co-ordinators and the mathematics, English, science and information and communication technology co-ordinators. Their meetings look at co-ordinators' action plans, school results and prepare for the Local Education Authority advisor visits. The team take effective action to secure improvements. Some of this is planned through the school improvement plan and some is in response to unplanned issues. This means all staff know the school's priorities and are united in their work towards them. The school's improvement plan is well focussed on standards. The plan identifies appropriate action and is addressing the need to raise standards in science and increase the profile of music. The senior management team and governors monitor the progress of the plan, which follows a two yearly cycle ensuring all areas of school life are reviewed regularly.
65. The headteacher and deputy headteacher have implemented a clear cycle of monitoring of teaching and learning and it is now fully established. It has had a significant impact on the high standards in English and mathematics found in the school. While subject co-ordinators monitor planning and pupils' work the school have recognised that it could do more. The school improvement plan has identified the need to extend the good practice started by headteacher and deputy headteacher into other areas of the school by creating opportunities and training to monitor teaching and learning by subject co-ordinators in a wider range of subjects.

66. The governing body is an excellent team that fulfils its statutory duties, shares the educational direction of the acting headteacher and organises itself with high efficiency so that the best can be made of all opportunities to contribute to school improvement. They understand the school's strengths and are very aware of the areas requiring improvement and the factors that contribute to measuring these. They use a valuable 'away day' with the school senior management team to discuss issues and prioritise action. They have very good relationships with the acting headteacher and are both challenging and supportive.
67. The quality of financial planning is very good and the support given to the acting headteacher by the recently appointed finance officer has meant that together they have efficiently overseen planned expenditure. The funds received by the school are used very effectively to support school priorities. Very good use is also made of specific grants, for example, to improve the number of teaching support assistants in classes and employing a part time teacher to support pupils in the infants. The very small overspend last year was caused by an administrative misunderstanding with the local authority. Spending decisions are carefully evaluated by the Resource Committee of the governing body who ensure that principles of best value are always applied thereby contributing to the cost effectiveness of the school. This committee take this aspect of their role extremely seriously and are outstanding with regard to the lengths they will go to in order to confirm that 'best value' has been achieved with regard to services and resources purchased.
68. The number, match and qualifications of staff are good and meet the needs of pupils and the demands of the curriculum. Staffing levels are good. Staff changes have been very well managed and teaching, support and administrative staff work very well together as a team committed to the new school. The match of teachers and support staff to pupils with special educational needs is particularly favourable. There is one full-time learning support teacher working in Years 1 and 2 and one special educational needs co-ordinator employed for three days per week. Neither have class teacher responsibilities so that they can devote all their time to special educational needs pupils. The special needs co-ordinator is experienced in learning support and is at present following a course for additional qualifications in special educational needs. The learning support teacher has been trained in specific learning difficulties. All teaching assistants have received some training in supporting pupils with special educational needs. There is very good liaison between assistants and teachers. The school has good procedures in place for the induction of new staff and all staff receive ongoing training in a range of skills and subject areas. Procedures for supporting newly qualified teachers are good. All new teachers are inducted well, given a job description and appropriate policies. They are paired with a year group teacher and given time to get to know the class and the curriculum.
69. The accommodation is very good. Pupils are taught in an attractive and stimulating environment. The quality of displays around the school is very good. The classrooms for Years 3 to 6 are newly built and all classrooms are suitable for the teaching of the National Curriculum. All classrooms have access to running water and are large enough for a range of practical activities. Corridor spaces and alcoves are used well to teach small groups, and larger areas, such as the Rotunda, are appropriate for the shared teaching of parallel classes. There is appropriate access for pupils with disabilities. The hall is used for assemblies, physical education and dining. A purpose built library and information and communication technology suite are newly established and under regular review to monitor efficiency of use. There are separate playgrounds for infants and juniors. The infant play area is bleak and uninteresting with no markings or activities provided. Both the school council and the parent teacher association have allocated

funds to improve this situation. The school improvement plan also contains some imaginative projects to realise the potential of the school environment. There is a joint playing field project with a neighbouring school and plans to develop a wetlands area to support learning. The school administration uses information and communication technology well.

70. Resources are good. The new information and communication technology suite is very good and used well. Resources for the Foundation Stage, mathematics and English are also very good. The provision of fiction and non-fiction books to support literacy is very good, both in the library and within classrooms. Resources for special educational needs are good but the co-ordinator is aware of a need to use computers more. There is good use made of artefacts to support learning in history, for example the school has kept some features of the old Victorian junior school for display in the new school. Resources for all other subjects are satisfactory, apart from music.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order for the school to build on its many strengths the headteacher with governors and staff should:

- 1) Raise standards in science throughout the school by:
 - a) reviewing the curriculum to ensure that the knowledge, understanding and skills to be taught are sufficiently challenging and developed progressively from one year to the next;
(paragraphs; 2, 5, 7, 19, 33, 34, 64, 100, 105, 106)
 - b) ensuring that assessment is informative so that planned work has high expectations and challenges all pupils, particularly higher attainers;
(paragraphs; 19, 49, 50, 105)
 - c) ensuring sufficient time and emphasis are given to developing pupils' independence in carrying out investigations in order to develop these skills and to give them opportunities to consolidate and apply the knowledge, understanding and skills learnt in other parts of the science curriculum;
(paragraphs; 34, 101, 106, 133) and
 - d) make greater use of information and communication technology to record and present their work.
(paragraphs; 33, 34, 101, 105, 106, 133)

Minor issues to consider

1. Raise standards in music by reviewing the curriculum and its place in the wider ethos of the school, for example, raising the 'sense of occasion' in assemblies.
2. Extending the areas of good practice in; monitoring of teaching and learning and assessment, across the school.
3. Ensuring that marking of pupils' work is consistent and informs pupils on how to improve.
4. Continue to develop the use of information and communication technology across all subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	54

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	17	34	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		412
Number of full-time pupils known to be eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		34

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.7
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	32	28	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	32	31
	Girls	28	27	27
	Total	59	59	58
Percentage of pupils at NC level 2 or above	School	98 (97)	98 (95)	97 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	31	31
	Girls	26	27	27
	Total	57	58	58
Percentage of pupils at NC level 2 or above	School	95 (97)	97 (97)	97 (97)
	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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	32	28	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	29
	Girls	27	24	26
	Total	51	50	55
Percentage of pupils at NC level 4 or above	School	85 (98)	83 (97)	92 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	27	28
	Girls	27	24	26
	Total	51	51	54
Percentage of pupils at NC level 4 or above	School	85 (98)	85 (97)	90 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
398	0	0
0	0	0
6	0	0
0	0	0
4	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	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)	16.4
Number of pupils per qualified teacher	412
Average class size	25.14

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	206

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	2001-2
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	£
Total income	786945
Total expenditure	806756
Expenditure per pupil	1921
Balance brought forward from previous year	9052
Balance carried forward to next year	-10759

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	412
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	39	4	2	0
My child is making good progress in school.	33	56	8	0	3
Behaviour in the school is good.	36	57	2	1	4
My child gets the right amount of work to do at home.	23	57	16	3	1
The teaching is good.	44	49	4	1	3
I am kept well informed about how my child is getting on.	15	63	17	4	1
I would feel comfortable about approaching the school with questions or a problem.	52	38	8	0	2
The school expects my child to work hard and achieve his or her best.	42	50	5	1	2
The school works closely with parents.	29	49	17	2	3
The school is well led and managed.	35	50	6	4	5
The school is helping my child become mature and responsible.	35	60	2	0	4
The school provides an interesting range of activities outside lessons.	28	39	15	12	6

Other issues raised by parents

There were several individual concerns raised in writing, among which were a few requests that there should be more extra-curricular activities. Inspectors do not agree with this view and consider that the range of clubs offered is in fact very good. A few parents were concerned about the extent of supervision of break times and a general lack of facilities in the playgrounds. Inspectors found that there are sufficient supervisors but agree that playtimes, especially in the infant playground could be improved by the provision of some activities and a more interesting environment. This is something that the school already has plans to address in the near future.

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

72. Most children attend pre-school or nursery before they enter the reception class and join the class in two stages during the year, attending school initially for morning sessions only. At the time of inspection, at the middle of the school year, approximately half of the children in the reception classes had attained their fifth birthday. There are very good induction arrangements in place for new children and parents. The relationship with and involvement of parents and the understanding and encouragement of the part parents play in the education of very young children are particularly successful features of the very good provision.
73. Although with the imminent adoption towards the end of the current school year of national end of reception year baseline assessment, the testing of children on entry to the school is no longer statutory, the school has made the decision to continue to undertake local education authority baseline assessments of basic skills within the first half term of children entering the school that, although attainment varies from year to year, overall attainment on entry to the school is above that found nationally. At the time of inspection, at the beginning of the spring term, the great majority of children were already attaining the recommended Early Learning Goals and therefore, attainment is on target to be above expectations by the end of the Foundation Stage in all the Early Learning Goals.
74. Teaching in the Foundation Stage ranges from good to excellent and is very good overall. The very good quality and range of learning opportunities provided and the ongoing assessment of pupils' progress, lead to pupils making good progress. Teaching is very well founded on the Early Learning Goals for pupils under five years of age and is characterised by very good teamwork and liaison between the Foundation Stage teachers and the very hard-working and enthusiastic teaching assistants. Together, they plan and resource a very good range of well-supported, interesting and challenging activities, indoors and out, model a range of appropriate behaviour and constantly stress the development of speaking and listening and personal and social skills. The teachers manage pupils very well, have high but realistic expectations of children, and utilise teaching methods which inspire curiosity and learning.

Personal, social and emotional development

75. Children's personal, social and emotional development is good. Children are confident in their surroundings, moving to their chosen task or activity independently. They respond positively and confidently to a range of experiences, forming relationships, taking turns, sharing and co-operating well, and paying an appropriate amount of attention to the task given to them. They are able to concentrate for lengthening periods, sitting quietly and alertly on the carpet and in whole-school assemblies, in introductions to lessons and when involved in a task. They acknowledge the need for help and seek help appropriately where needed and understand the need for agreed values and codes of behaviour. They become involved in the classroom routines and demonstrate care, respect and affection for other children and develop good relationships with their peers and with adults. They approach activities enthusiastically and positively and behave well both within the classrooms and around the school. The Foundation Stage team have developed a very good rapport with the children; they work together very well and organise an interesting and exciting variety of activities with a clear purpose, which leads to a high level of confidence and growing independence.

One very good example of this was the 'Parachute Game' activity in the school hall where teaching was judged to be excellent – the teacher used the activity very well to introduce new children to all the rest and provided excellent opportunities to promote trust, confidence and co-operation. Pupils responded very well, with excellent teamwork and behaviour and, judging from the peals of laughter, were clearly delighted with the game.

Communication, language and literacy

76. In the area of communication, language and literacy, children's attainment is above expectations. The youngest children are beginning to understand that words and pictures carry meaning and are aware that print is read from left to right, and from top to bottom. They are beginning to associate sounds with patterns, words and letters. They recognise initial sounds and rhymes and enjoy listening to a story, joining in with the rhymes with gusto. They are able to recognise some letters, pointing to simple 'CVC' (consonant-vowel-consonant) words and sounding them out. They enjoy marking and basic writing experiences, using a range of marking implements for drawing, marking, scribbling and writing. They are writing over the teacher's writing, beginning correct letter formation and, for example, copying their names under the adult's examples and recognising their own names. They read regularly to the class teacher and other adults and listen to a story attentively and respond appropriately, sitting still and looking at the story-teller. Most communicate their likes and dislikes in clear and easily understandable speech and the speaking skills of a significant minority of pupils are well above expectations for their age. They listen with enjoyment and respond well to songs and stories. Adults have very good relationships with the children and value and encourage talk with the result that the children make good progress in their speaking and listening skills. The teachers have appropriately high expectations, very good classroom management skills and a very good rapport with the pupils leading to a high level of motivation and very good quality of learning.

Mathematical development

77. In the area of mathematical development children's attainment is above expectations for their age. The youngest children are able to count from one to five and beyond and most recognise the numerals and are able to sequence these correctly. They sing and join in enthusiastically with number songs such as 'Hickory, Dickory, Dock' and '1, 2, 3, 4, 5, Once I Caught a Fish Alive'. When comparing directly two masses, they recognise and can name weighing scales and balance scales and, although a small minority choose the largest object as the 'heaviest', the great majority are able to select the heaviest of two objects by weighing them in their hands and understand that the object that pulls the scales down is 'heavier'. They are using language to compare quantities and are weighing objects using non-standard units and making predictions about the results. Teaching of mathematical development is very good; the teachers plan activities very well, activities are matched appropriately to children's abilities and a good pace is maintained throughout the lessons. They make good use of appropriate mathematic vocabulary and very good use of questioning with the result that a very effective learning atmosphere is generated and pupils remain interested and attentive. Planning adheres closely to the National Numeracy Strategy Programme of Study and, as the year progresses, higher ability pupils are provided with suitably challenging activities from the Year 1 Programme of Study.

Knowledge and understanding of the world

78. In the knowledge and understanding of the world area of learning children's attainment is

good. Children talk readily to adults and other children about day-to-day life and about events important to them. They select appropriate materials and develop building, constructing and joining skills through such activities as model building with large construction kits, working with play dough, sticking and gluing models made from 'found' materials and when designing and making a jointed 'Teddy' with teacher-assistance. Children working at the classroom computers, approach the computer confidently and, in an observed lesson in the school's information and communication technology suite, pupils confidently and independently opened a program by double-clicking on the appropriate icon, used the menus to open the appropriate page, clicking the page icon to obtain a new page, used arrows to move a car around a plan of a village and printed their work. They indulge in role-play activities with gusto, particularly enjoying playing in the 'Bear Cave' – 'You can't come in because there's only three allowed'. The teachers provide a very interesting and well-supported range of activities that move children on with their understanding.

Physical development

79. Children's physical development is above expectations for their age. A very good range of role-play activities and indoor and outdoor activities with large play equipment are provided. In an observed lesson in the school hall, children move with confidence and safety, demonstrating an awareness of the space of themselves and others. They experiment with different ways of moving, under and over large equipment, balancing on beams and benches and jumping off apparatus and landing using a star, pin or long jump. Most are able to change quickly and independently, fastening buttons, belts and laces. Teaching in the area of physical development is very good; the teachers demonstrate very good management skills, organise resources very well, plan lessons well, with specific learning targets for each lesson and move the lessons along at a very good pace with a very good blend of praise and direction.

Creative development

80. Children's attainment in the creative development area of learning is good. Children sing a range of traditional nursery rhymes enthusiastically, joining in and responding to the moods and tempo of the music. They are given opportunities to work with a wide range of media and materials and produce two and three-dimensional art work of a good standard. Teaching in this area of learning is very good; creative activities are included in a well-organised range of activities with all resources readily at hand and available for the children to use.
81. Accommodation is good with a secure, dedicated, readily accessible and well-resourced outdoor area which can function as an 'outdoor classroom' and allows for the provision of a wide range of interesting free choice and adult-led activities out of doors. Resources are very good and well-utilised.

ENGLISH

82. Standards overall in English are well above average. Attainment in national tests for pupils aged seven is well above average and this is also evident in work seen. Attainment in national tests for pupils aged 11 has been well above the national average for the last two years, although attainment observed in lessons in Years 3 to 6 is not quite as high. Achievement at both key stages is good. There is no marked difference in achievement between boys and girls.

83. Standards in speaking and listening are well above average at both key stages. Pupils at different levels of attainment all speak out clearly and confidently. Year 1 pupils reading the story of the 'Three Little Pigs' were able to put their own questions to the teacher in role as the wolf or re-enact the story. Year 2 pupils watched and listened well to a video on Florence Nightingale and used vocabulary precisely when comparing hospitals now and in the past. Year 6 pupils engaged in small group discussion and role play based on the story of 'Rose Blanche' and the Jewish experience in Second World War Germany used language precisely and sensitively to explore ideas and emotions. They also presented their ideas clearly and confidently back to the rest of the class.
84. Attainment in reading is well above average. In Year 2, all pupils read fluently and with very good understanding from both fiction and non-fiction books. They read regularly and enjoy reading. Lower attaining pupils read independently and can discuss characters and events although from books with simpler vocabulary and sentences. By Year 6, pupils of all abilities are able to locate information from a variety of sources. They read regularly and are very able to discuss their reading preferences: authors and genres. They all read expressively and with good understanding of plot and characters. High attaining and some average attaining pupils also show a sensitive appreciation of nuance and a writer's purposes.
85. Attainment in writing in Years 1 and 2 is well above average. Pupils of average and higher attainment can write clear sentences with increasingly accurate spelling of common words and well-formed letters. The content of the writing of lower attaining pupils is clearly communicated, although they write with less accuracy. Pupils spell phonetically and do not always use full stops and capital letters consistently. They can also adapt their style of writing to a purpose, for example Year 2 pupils writing a letter of advice on healthy living.
86. Standards of writing in Years 3 to 6 show more variation between classes. There is less continuous writing rather than fragments in Year 3 and some Year 4 writing is very dependent on worksheets. Handwriting varies: some pupils using cursive script and others printing; some writing in pencil, some writing in pen. Standards of spelling are also inconsistent with some otherwise high attaining pupils misspelling words that follow common spelling patterns. The content of pupils' writing in Years 5 and 6 is ambitious and all pupils organise their ideas logically and use increasingly complex sentences, but paragraphs are not employed consistently. Despite these inconsistencies the content of writing, especially by high attaining pupils is often fluent and imaginative with well-chosen vocabulary and pupils adapt their style for differing purposes. For example a Year 5 pupil writes: 'He wore a flowing red cloak made of the finest materials, but it was nothing compared to what the great horse wore. The horse's mane and tail were plaited with golden thread and its robe was covered in glistening diamonds and jewels the colours of the rainbow which shone on the horse's silver misty outline...'
87. The quality of teaching and learning at both key stages is good overall with examples of very good and excellent teaching. The most effective lessons are characterised by excellent planning and preparation, stimulating resources and very efficient classroom organisation. Instructions are clear; support teachers and teaching assistants are very efficiently deployed and have been included in the planning so that pupils have a very clear idea of expectations, work purposefully and all pupils are fully included. Teachers also make excellent use of shared texts and learning in other subjects to reinforce literacy. For example, in an excellent Year 2 lesson, the class had received a letter from Funnybones, the skeleton in the story they had shared. They were all motivated to write letters back using what they had learned in science about food and diet to give advice. The letter was very clearly modelled at the start. The teacher and teaching assistants

supported groups of pupils very well, drawing out ideas, encouraging pupils to refer to word lists, displays and a big book on balanced diet to develop their ideas. One pupil with special educational needs was encouraged to compose his letter using a computer. By the end of the lesson all pupils had written thoughtful letters, either independently or aided, in the appropriate style. In a different lesson, where some pupils were left to write independently, learning could have been improved if the teacher had ensured that all pupils fully understood before they attempted independent group activities.

88. The quality of teaching and learning overall in Years 3 to 6 is good, with some examples of very good teaching observed. In Year 5, pupils were very systematically prepared for reading for research about the ancient Greeks by planning in advance what they knew, what they wanted to find out and identifying where they would find the information. This ensured that pupils of differing levels of attainment could all read and make notes independently. In Year 6, shared reading of a core text, searching discussion and role play led to informed and imaginative writing from the point of view of different characters. Where teaching could be improved, pupils of lower attainment who work well when supported by the teacher and assistants, need more strategies for working independently. For example, in one class, pupils relied too much on the teacher to give them correct spellings, rather than using word-lists or dictionaries. Other pupils need to be encouraged to plan and draft more for themselves so that they have a structure for writing when an adult is not available.
89. A clear strength in the organisation of the subject is the planning for and use made of cross-curricular links. Literacy is at the heart of the curriculum and all pupils benefit from daily opportunities for additional literacy learning. This includes work on phonics and spelling, handwriting and support for reading tailored to meet individual needs. There are also good opportunities to use information and communication technology in English, although at present this depends on teachers' differing levels of confidence and enthusiasm.
90. The use of assessment is good. Generally, pupils understand what they can do and what they need to do to improve. Literacy targets are used well in Years 2, 5 and 6 but could be used more consistently in other years. The results of tests and shared assessments are analysed to identify areas for improvement.
91. The subject is well led and managed. There is a clear improvement plan that is linked effectively to the school improvement plan. Boys' achievement has improved because of strategies introduced in the last two years. The subject is well resourced with a good balance of fiction and non-fiction books, both in the school library and in classrooms. The co-ordinator monitors mainly through sampling work and teachers' planning. She has a clear idea of what needs improvement and has already identified a need for more consistent application of spelling and handwriting strategies and pupil target-setting. However, there are no opportunities to observe lessons.

MATHEMATICS

92. Records indicate that pupils enter Year 1 with above average standards in mathematics. Inspection evidence indicates that by the end of Year 2, standards are above average for the majority of the pupils and well above for a significant minority. This group have achieved well. Standards are well above average by the end of Year 6 and these pupils have also achieved well.

93. Pupils achieve well as they progress through the school because of:
- the effective implementation of the numeracy strategy;
 - the very good leadership of the numeracy co-ordinator;
 - good teaching throughout the school;
 - the high expectations and close match of work to pupils differing needs;
 - the pupils' very positive attitudes to the subject and the way they apply themselves well to all work set;
 - the way pupils are grouped for mathematics lessons and the inclusion and support offered to pupils with special educational needs.
94. In Years 1 and 2, pupils devote much time to developing their mental recall of number facts through regular practice. Learning objectives are explained clearly and previous learning recapped well to reinforce understanding and to place the lesson in context. In Year 1, pupils work confidently when listing numbers that add together to make ten and one says 'there is another line we could add, zero add ten equals ten.' A minority of the pupils also work quickly when working with numbers to 20 and enjoy explaining their calculations 'I hold seven in my head and add six, then hold 13 in my head and add the last seven – that makes the 20.' In Year 2, pupils use the computers well to produce block graphs, explaining what they represent and answering questions accurately. They are keen and enthusiastic as they answer questions quickly and accurately relating to the addition of money and number bonds to 20. A minority of pupils could estimate answers when adding tens and units in their head and explain how they had rounded the numbers either up or down to make the calculation possible. Pupils are less confident when answering questions about shapes other than squares, rectangles, circles and triangles.
95. The majority of pupils in Year 6 enjoy mathematics and have developed very positive attitudes to the subject. One pupil says 'the teachers try hard to make you like it - they like it a lot and that encourages us.' They enjoy the challenge of solving number problems, work very well together and are keen to explain their thinking. Pupils are placed in ability groups in lessons and receive very good support from teachers who circulate from group to group, supporting pupils well and praising them for their efforts. The teacher suggests that one pupil 'try the inverse.' The pupil responds by saying 'the numbers sometimes make me panic but the words help me understand.' By the end of Year 6, pupils are competent in the four rules of number to 1000 and beyond. They work with decimals and understand the relationship between decimals, fractions and percentages. Pupils construct angles and compare metric and imperial measurements. They complete tally charts, bar graphs and line graphs, utilising technology well. For example, in science they use a sensor and produce a line graph to reflect temperature. They complete problems involving money and investigate the relationship between area and perimeter. Teachers have identified that pupils need more practice in applying their mathematical skills in solving word problems and are actively creating more opportunities for this to happen.
96. Teaching is good throughout the school and sometimes very good. In the very best lessons, planning is detailed and work very well matched to the needs of the individual pupil, building well on previous knowledge. The teachers' enthusiasm and confidence in delivering the subject are instrumental, throughout the school, in establishing a culture that values mathematics and engenders an enthusiasm for the subject. Teachers are skilled at asking questions that encourage pupils to reflect and explain their thinking. Lessons proceed at a good pace and are always placed in context making the purpose clear to pupils. They ensure that the correct vocabulary is used from the outset and this enables pupils to explain their thinking clearly and this, in turn, has a powerful impact on learning. Computers are used well to support learning and this could be developed still

further to develop pupils thinking and to help them record outcomes in imaginative ways. Teaching assistants are skilled and very well briefed by teachers. Consequently they offer very good support to pupils and especially to those with special educational needs.

97. Scrutiny of work indicates that an appropriate range of work is recorded, acknowledging that much of the work with younger pupils is either oral or recorded on whiteboards and, therefore, not retained. Marking varies from ticks and positive statements, to comments that challenge and question pupils, thereby encouraging them to reflect on and explain their thinking. However, the quality of marking and expectations with regard to presentation are inconsistent from class to class. Homework is set appropriately throughout the school and the majority of pupils are supported well by parents.
98. The subject co-ordinator provides very good leadership and has a very positive impact on the standard of mathematics. Her enthusiasm and anxiety that pupils enjoy the subject and leave the school with very positive attitudes towards it, engenders an ethos in which pupils feel secure and, therefore, confident to seek help when needed. She analyses both the national assessments and those carried out by the school and identifies aspects of the curriculum where standards need to improve. A pack is then prepared for each year group to support teachers in planning for the year ahead ensuring that these aspects are addressed. Plans are in hand to allow the co-ordinator the opportunity to observe teaching although to date this has not occurred. She ensures, through organising events like 'maths weeks' that mathematics retains a high profile throughout the school.

SCIENCE

99. Standards by the end of both the infant and junior stages are average and similar to that found in schools nationally and represents satisfactory progress. When compared to similar schools, standards are below average in both infants and juniors.
100. At seven years of age, pupils know that electricity is used to make light, make things move and create heat. They sort materials into those that are manufactured and those that are found naturally and are aware that some materials are changed permanently, for example, when they are heated during cooking and other changes can be reversed, such as ice melting and being refrozen. However, they lack confidence and independence in investigations, for example, to put forward their own suggestions as to find the answer to a question, or present their finding in different ways, such as, using information and communication technology.
101. At 11 years of age, pupils identify materials that are opaque, transparent, translucent and are aware that we see because light falling on objects is reflected from them into the eye. They investigate what effect the distance from a screen to an object and the distance from the object to a light source has on the size of the resulting shadows. They identify some of the symbols used in recording simple circuits and investigate the effect of putting more bulbs in a circuit. With direction from the teacher, pupils investigate whether particle size has any effect on how quickly sugar dissolves. However, pupils show limited skills in raising their own questions when investigating by creating a viable hypothesis and then planning, carrying out, recording and presenting their work to conclude whether their original hypothesis was correct.
102. Pupils enjoy science. They talk enthusiastically about the subject and its practical aspects. This is exemplified in the good behaviour in lessons and the concentration and hard work pupils put in. Pupils with special educational needs are well supported, fully

included and take a full part in all lessons. The good support of teaching assistants ensures all make progress.

103. Overall, teaching in science is satisfactory. Teachers plan well and emphasise the use of science vocabulary. They use questioning appropriately to assess pupils' understanding of, for example, why a test is fair. This was seen in a Year 1 class to check whether pupils understood that the same amount of water must be used on each sample when comparing how waterproof different materials are. In a Year 2 class, repetition was used well to ensure pupils remembered new unfamiliar vocabulary, for example, 'bacteria', and the different food groups and types of foods in them. This was linked well to literacy by encouraging pupils to compile a glossary of the terms. This results in pupils confidently designing 'healthy lunch boxes' and explaining why they were healthy. Teachers have good control and organise their classes well, for example, in a Year 6 class a well organised rotation of activities ensured the class teacher was able to discuss contradictory evidence in an investigation into the solubility of sugar which was matched well to the ability of each group of pupils.
104. However, overall teachers do not plan well for the range of ability in their classes particularly by including work to ensure higher attaining pupils are sufficiently challenged, and the lack of pace in some lessons means that not all pupils complete as much work as they could in the time available. Links to mathematics and information and communication technology are not exploited sufficiently to, for example, use a word processor or presentation package to report the findings of an investigation or use a spread sheet to calculate and record the results.
105. Leadership of the subject is satisfactory. The school has identified science as an area for development and is monitoring the subject carefully through analysis of national tests, pupils' work and teachers' planning. As a result, it has recognised that it needs to:
- review the curriculum to ensure that the knowledge, understanding and skills to be taught are sufficiently challenging and developed progressively from one year to the next;
 - ensure that assessment is informative so that planned work has high expectations and challenges all pupils, particularly higher attainers;
 - ensure sufficient time and emphasis are given to developing pupils' independence in carrying out investigations in order to develop these skills and to give them opportunities to consolidate and apply the knowledge, understanding and skills learnt in other parts of the science curriculum; and
 - make greater use of information and communication technology to record and present their work.

ART AND DESIGN

106. In the infants, there were no art lessons observed but evidence was taken from displays around the school, an art portfolio and from talking with Year 2 pupils. In the juniors, the evidence was taken from two lessons, the art portfolio and from work displayed around the school. This all indicates that art is a strength of the school and that standards are above national expectations. The pupils attain very well throughout the school.
107. By the end of Year 2, pupils have undertaken projects in a range of media – printing, pencil drawing, watercolour, mixed collage materials and pastels. The able pupils produce some excellent work, in particular their watercolour pictures inspired by Africa and their still life observations in the style of Cezanne. Pupils learn to collect and

explore ideas. They can mix paint successfully and use pencils very well to depict line and shading (their Jasper the Cat cartoons are a good example of this). There is little evidence of teacher marking or pupils' own opportunities to develop their evaluative skills.

108. By the end of Key Stage 2, pupils have studied art through many cross curricular themes and have learnt how art is depicted in different times, for example Tudor and modern day portraits are compared; and in different cultures, for example, the pupils develop an Indian style through their Indian paintings. Again, the able pupils produce excellent work, in particular a still life study in chalk. Pupils can use pen and line to create different textures and different shading effects. They can use computer programmes to generate pattern ideas, for example a William Morris theme, and produce superb batik squares on a Gauguin project mixing the colours very capably to suit the Caribbean theme. Links are made to their learning in literacy and some very careful embroidered batik squares were made to form a pictorial record of some of the Greek Myths.
109. Insufficient lessons were observed to make a judgement on teaching but in the lessons seen it was at least good. The pace of the lessons suits the content very well. Pupils have techniques explained clearly to them and are given time to carry out their work. The teaching is effective when the most is made of teaching points. Lessons now need to include more experimentation and evaluation opportunities.
110. Pupils study a wide range of different artists and are able to discuss these expertly, explaining what they like about a particular artist's work. They have good first hand experiences of artefacts, for example a Clarice Cliff bowl was shown to Year 6 pupils before their clay work. Art work by the pupils, and a selection by famous artists, is displayed beautifully around the school thus giving wonderful chances for the pupils' achievements to be celebrated. These eye-catching displays also promote interest and learning opportunities for all pupils in the school.
111. The subject is very well led by the co-ordinator who has been given time to develop the subject through staff meetings. She manages the budget and orders resources, keeps herself up to date with curriculum developments through local meetings with the secondary school, has audited the curriculum and is aware of the developments needed for the coming year.

DESIGN AND TECHNOLOGY

112. Insufficient lessons were seen to make a judgement on attainment, however through the two lessons seen, talking to pupils and scrutinising work, standards are judged to be in line with national expectations.
113. By the end of Year 2, pupils have worked with fabric, card, paper, and modelling kits such as lego. They have experimented in different ways to join fabric and have responded to 'real life' design issues, such as making a house for a pet. Year 1 pupils are able to cut, fold and fit together card using masking tape in order to make furniture for the doll's house. They are able to describe what they are doing 'those are slots to put the cardboard in' and answer problems 'I need some tape to hold it down'.
114. Throughout Key Stage 2, pupils use a range of materials to undertake design projects. They use card and electricity, for the alarm bell on the headteacher's door, wood, balloons and modelling kits such as Knex. They develop skills in food technology by

designing, making and evaluating Christmas biscuits. Year 6 pupils undertake a big design project as their end of year production and make costumes, the set and lighting.

115. By Year 6, pupils can investigate designs and say why they are successful or not. For example, they investigate a range of shelters and suggest ideas for the usefulness of the materials used. They can fold paper to find the best way to strengthen it and can use the correct language to describe a moving toy such as 'cam' and 'follower'. However, they have not sufficiently developed their evaluations and often use the phrase 'it was too complicated' rather than saying specifically why a project had been unsuccessful.
116. There is insufficient evidence to make an overall judgement on teaching but in the lessons seen it was judged to be at least satisfactory. Teaching is at its most effective when children are inspired by the project in hand. For example, Year 1 children worked hard at making their 'dolls' furniture' the right size for the play people. Pupils' learning was enhanced by their support for each other. Pupils look at each other's work for ideas and help each other if they see someone is having difficulties.
117. The school has good resources which are kept in a well organised cupboard along with help cards for teachers on certain areas of design and technology. The co-ordinator leads the subject well and has audited the curriculum and identified problems that are due either to teachers' lack of confidence or resources. The acting headteacher has identified design and technology as a curriculum area that needs reviewing and the co-ordinator has a clear idea of how to move it forward.

GEOGRAPHY

118. The cyclical nature of the curriculum meant that no teaching was observed in Key Stage 1. However, discussions with pupils and scrutiny of work indicate that standards are in line with national expectations at the end of Year 2. Two lessons were observed in Key Stage 2 but none in Year 6. Again, discussions with pupils and scrutiny of work indicate that standards are average at the end of Year 6.
119. The school follows a nationally recommended scheme of work and this ensures appropriate coverage and continuity of progression. In Year 1, pupils consolidate the concept of a map and detailed displays reflect a 'map of Lindfield' with drawings of houses, three-dimensional models of houses made by the pupils and postcards addressed appropriately showing good cross-curricular links with English. In Year 2, cross-curricular links are explored through the study of India and pupils are familiar with maps, famous buildings, food and customs and the location of India on a world map. In Year 6, pupils study mountain ranges and environments, producing booklets showing the outcomes of research and good cross-curricular links with art.
120. No teaching was observed in Key Stage 1 and, therefore, no judgement on quality can be made. In Key Stage 2, two lessons were observed in Year 3 and 4 and these were satisfactory overall. In Year 3, pupils investigate why and how people travel from Lindfield and its' location in relation to towns, cities and countries. They understand the concept of north, south, east and west and know that if they travel south from Lindfield they will end up on Brighton beach. This group was able to bring personal knowledge of their own journeys and knowledge of countries visited to the lesson. In Year 4 pupils compare rainfall in St Lucia, the island being studied, and the rainfall in London. Useful cross-curricular links are made with mathematics when the drawing of rainfall graphs is explained.

121. Pupils are developing positive attitudes to geography. Discussion with the co-ordinator indicates that, since the merger of the two schools, geography has not been a focus for review and development and, therefore, the co-ordinator's role is not as fully developed as for those co-ordinating English and mathematics. The co-ordinator, who provides satisfactory leadership, is concerned that the development of geographical skills continues to develop and this is her priority in the year ahead.

HISTORY

122. Standards in history are satisfactory in the infants and good in the juniors. Attainment in Years 1 and 2 is average. Pupils recognise differences between the present and the past, for example comparing houses in Lindfield and observing differences in windows, chimneys, doors and lamp-posts. They have developed a sense of chronology through placing the toys they played with at different ages along a time line and have used the experiences of their own families to find out about their parents' and grandparents' toys. Higher attaining pupils are beginning to understand the achievement of famous people in the past, such as Florence Nightingale.
123. Attainment in Years 3 to 6 is good with pupils at all levels of attainment show a factual knowledge and understanding of the Romans, ancient Greece and British history. They show good understanding of cause and effect. For example, Year 4 pupils understand the concepts of invasion and settlement and Year 6 pupils understand some of the causes of the Second World War. They have a good understanding of key vocabulary such as 'propaganda', 'reserved occupations' or 'conscientious objector'. They demonstrate very good empathetic skills through writing diaries, letters and narrative. They also read for research from a range of sources both at school and at home. For example, Year 5 pupils can identify topics they wish to investigate about the ancient Greeks and select the appropriate books; Year 6 pupils have referred to the Imperial War Museum web-site.
124. The overall quality of teaching and learning is good at both key stages. Year 2 pupils were very well prepared before watching a video on Florence Nightingale. They compiled a list of features of hospitals today then compared this with the hospitals used in the Crimean War. Pupils of all levels of attainment made perceptive observations on lack of beds, no new bandages, dirty conditions, no lights, germs spread by rats, few doctors and nurses. Both history and literacy were reinforced well through the shared reading of a big book on Florence Nightingale. The teacher also reinforced the vocabulary of passing of time encouraging pupils to refer to the Victorians and to use phrases like 'a very long time ago' and 'in the past'. The writing tasks were also well prepared with high attaining pupils completing a newspaper report on hospitals in the time of Florence Nightingale, and lower attaining pupils completing a simpler 'then' and 'now' grid comparing differences. Because of very good preparation and support through writing frames, and through the dialogue with pupils by the teacher and teaching assistant, all pupils including those with special educational needs were able to record some differences.
125. Year 6 pupils were helped through role play to understand some of the difficult choices and the different pressures placed on the German people during the Second World War and the plight of the Jews. Their brief presentations back to the class showed a growing understanding of conflicting attitudes and differing points of view. However, such a complex and challenging subject would have benefited from more time for teacher introduction and explanation and more time for a plenary discussion.

126. The National Curriculum for history is covered well through following nationally recommended schemes of work and appropriately allocated time. The subject makes a significant contribution to pupils' literacy. The leadership and management of the subject are satisfactory. Good use is made of resources, for example there are a number of Victorian artefacts retained from the old school and there are good opportunities for local history and visits, for example to Fishbourne or the Imperial War Museum. A number of visitors have also enriched the curriculum such as a local theatre group and a speaker on ancient Egypt and mummification. The co-ordinator is allocated one day a year for co-ordination and she has spent the time monitoring planning and starting to centralise resources. When time is allocated for a focus on the subject she would benefit from the opportunity to consider the assessment of history objectives and what constitutes progression in the subject through the school. She also needs opportunities to observe teaching in other years in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Standards in information and communication technology are satisfactory in both the infants and juniors and progress is satisfactory. Pupils with special educational needs also achieve well and reach standards commensurate with other pupils.
128. Pupils at age seven use a graphics package to create firework pictures and create a set of instructions to make a ⁴'Roamer' to move forwards and backwards, and turn right and left in a pre-determined order. To support literacy they use a word processor when writing about themselves and edit text using backspace, shift keys, return, delete and to support numeracy they graph their favourite fruits.
129. Pupils at age 11 word process their own stories to support English and present these using full punctuation, paragraphs heading and fonts. They use more advanced features to create their own word searches and incorporate boxes and tables to enhance the presentation of their work. Pupils use spreadsheets and its calculating ability to summarise, for example, how they spend their pocket money. Pupils use information and communication technology well to support other subjects, for example, they use ⁵search engines and the Internet to research information on the Second World War to support history and use spreadsheets and graphs to compare the rainfall in the United Kingdom and Himalayas to support geography.
130. Teaching is satisfactory in both the infants and juniors. The strengths in lessons are the teachers' relationships with pupils and enthusiasm, which, generates good behaviour, involvement and enthusiasm in pupils. Individual teachers have good knowledge and understanding, this was evident for example, in a Year 6 lesson when pupils were questioned to ensure understanding of the processes involved in copying text from the Internet to a 'Word' document and the use of the thesaurus to amend and edit the text into 'their own words'. Good knowledge and understanding were also apparent in a Year 3 lesson where pupils were encouraged to use a data base on monsters to identify the tallest, the one with the most heads etc. This was skilfully extended to challenge the most able pupils to identify, for example, the monster with the most legs that eats porridge. In the most successful lessons a good pace was maintained. Where teaching was less successful, teachers' knowledge and understanding were not sufficient to extend more able pupils and where the pace was slower more able pupils were not extended.

⁴ A 'Roamer' is a programmable 'toy' to which pupils give instructions to move around the floor.

⁵ A search engine is a computer program to enable pupils to search the World Wide Web effectively.

131. The school has broadly adopted the nationally approved scheme of work but are developing it to ensure the subject is integrated well into the curriculum as a whole. This ensures that information and communication technology are used well in other subjects and developed and practised across the curriculum. The subject co-ordinator is very knowledgeable and enthusiastic and has been instrumental in ensuring the subject has sufficient resources through development of the recently installed computer suite. She has also been instrumental in developing teachers' knowledge and understanding to ensure the curriculum is fully implemented and integrated into the school's planning.
132. The school makes good use of the computer suite and associated resources. To improve the subject further the school should consider:
- developing teachers' expertise to ensure lesson planning includes work that challenges the full range of ability in classes particularly higher attaining pupils;
 - ensuring information and communication technology is used to support a wider range of subjects, for example, mathematics, science and music.

MUSIC

133. Only one lesson was observed at Key Stage 1, so it is inappropriate to make a judgement on overall attainment. At the end of Key Stage 2 evidence indicates that, overall, attainment is broadly in line with national expectations.
134. Year 1 pupils are able to select instruments that depict the sound they are trying to create, for example, 'trotting' in the 'Three Little Pigs' song. At Year 2, they can sing well and with enthusiasm in a large group, such as 'Hymn Practice'. At Year 2 they can respond to a piece of music, for example, Mozart's Clarinet Concerto and say what it reminds them of 'birds flying'.
135. At Year 3, pupils can read and clap crotchet and quaver rhythms written on the board. They can hold a rhythmic part when the class is divided into three groups each group clapping a different part. At Year 4, pupils can use instruments and their voices to create mood and a sense of place. At Year 6, pupils are able to name some classical composers, for example, Beethoven and Mozart and express why they like a particular piece of music.
136. There are opportunities for individuals to develop their musical skills and interests through visiting peripatetic music teachers offering lessons in guitar, violin, trumpet and keyboard. There is a recorder club for Year 2 and the junior recorder club restarts after Easter.
137. The school provides many chances for the pupils to sing and perform. There are regular hymn practices in both infants and juniors. The whole school come together for a Christmas performance where many children are involved in the choir. In Year 5 'Opera Brava' gives children a chance to sing and dance led by a visiting theatre group. In Year 1 a small musical production of 'Three Little Pigs' is being rehearsed to perform for the school.
138. There is insufficient evidence to make an overall judgement on teaching but in the lessons seen it was judged to be satisfactory. Effective teaching is characterised by using notation to develop children's understanding of written music. This was especially helpful in Year 1 when dots were placed above the words of the song. Pupils' learning is

good when the resources used are stimulating. This was evident in Year 3 where a Disney tape was used to teach layered rhythms. Some inappropriate behaviour hampered the pace and learning in music lessons.

139. The school have a music 'studio' in which lessons are held and there is a small selection of instruments. The school is not making the best use of these resources. There are no music displays nor any records kept of musical appreciation or musical composition undertaken by pupils. The scheme of work is in place but as yet is not fully taught.
140. The acting headteacher has identified music as a curriculum area that needs reviewing and the co-ordinator has clear aims for its development.

PHYSICAL EDUCATION

141. Observations of lessons and discussions with pupils indicate that standards are above those expected nationally in both infants and juniors. The school provides a wide range of extra-curricular activities for both boys and girls in the junior classes and pupils in Year 4 swim for one term, ensuring that the majority can swim at least 25 metres by the time they leave school.
142. Teaching overall is good in both infant and juniors. Lessons are planned well with learning objectives clearly defined. These are regularly shared with the pupils at the beginning of lessons and this, coupled with frequent references throughout the lesson, ensures that pupils remain focussed and achieve well. Teachers are confident, have high expectations and manage pupils well, always ensuring that a suitable 'warm-up' and 'cool-down' session is held at the beginning and end of the session respectively. Teachers also model well and encourage pupils to evaluate each other's work encouraging them to become self-critical and determined to achieve even higher standards. As a result, the pupils are responsive and some attain high standards. In Year 1, pupils spin, twist and turn as they rehearse a sequence of movements. In Year 2, resources are well prepared beforehand enabling two classes with their teachers to begin a strenuous keep-fit session led by a qualified instructor. Throughout this lesson references are made to the positive effect of exercise on the body and pupils demonstrate a good knowledge of the impact and benefit of exercise to their general health. In a dance lesson, also in Year 2, pupils began to link two contrasting movements. In a Year 3 games session, pupils work outside and develop dodging and marking skills and Year 5 pupils collaborate very well as they link a sequence of seven movements together. In Year 6, pupils also work well together with some groups achieving flowing movements that involve counter balance and rolls.
143. The acting headteacher has kept a 'watching brief' over physical education until recently when a new co-ordinator was appointed. Pupils take part in local sports competitions becoming the West Sussex football champions for two out of the last three years. They receive coaching support from the Sussex Cricket Club and many pupils join local cricket and football clubs. A wide range of extra-curricular activities, open to both boys and girls, including cross-country running before school observed during the inspection. Resource provision is good and a new all weather pitch planned in co-operation with a neighbouring school, is soon to be built.

RELIGIOUS EDUCATION

144. Four religious education lessons were observed during the inspection and samples of

work in books and on display around the school were scrutinised. These provided sufficient evidence to show that pupils' attainment in religious education is equivalent to that expected for pupils at age seven in the infants and by age 11 in the juniors. Pupils make satisfactory progress in the subject as they move through the school.

145. Year 1 pupils learn about 'ways in which we belong' and were talking about and considering the feeling of belonging associated with being a member of a group and, with help, thinking about why this is important to them. Year 2 pupils considering events which have played an important part in their lives were considering personal celebrations, such as birthdays, successes and achievements and were listening carefully to various pieces of music and recalling special things and special times. Year 3 pupils have studied the Jewish religion and the Shabbat and, under the heading of 'In the Beginning', considered creation stories. In an observed Year 4 lesson, pupils discussing concepts of 'Paradise' were identifying some places or circumstances which tend to encourage reflection and explaining why: 'I think of heaven – not raining or anything and if you think of something you go to it', '... not a paradise where I get everything I want, because I don't want to get everything I want ...'. Year 5 pupils have studied Islam, learning about the Qur'an and the Five Pillars of Wisdom. In a Year 6 lesson, pupils discussing their visit in the previous week to two local churches were responding thoughtfully and maturely, respecting similarities and differences in beliefs and understanding how believers interpret symbols, stories and language.
146. The quality of teaching in the lessons seen ranged from very good to satisfactory and was good overall in both departments. Teachers demonstrate appropriate subject knowledge and use questioning well to test pupils' understanding and recollection. They sensitively encourage all pupils to offer their own ideas and contributions to discussions and this leads to good and at times very good attitudes and behaviour. They provide well for pupils with special educational needs and challenge more able pupils, thus ensuring a good level of inclusion. The quality of learning in lessons observed was good overall.
147. The school is currently 'trailing' a scheme of work developed by the subject co-ordinator which is based on the locally agreed syllabus for religious education and the government-recommended scheme of work. The subject co-ordinator has produced useful lesson plans and guidance for each unit of work but has not had the opportunity to monitor teaching in the subject.