

INSPECTION REPORT

CASTLEWOOD PRIMARY SCHOOL

Horsham

LEA area: West Sussex

Unique reference number: 131130

Headteacher: Mrs Eileen Vose

Lead inspector: Greg Sorrell

Dates of inspection: 15th – 17th March 2004

Inspection number: 255735

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	294
School address:	Castlewood Road Southwater Horsham West Sussex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Karen Stocker
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Castlewood Primary School serves the local community who mostly come from the village of Southwater, near Horsham. It is larger than most other primary schools. The vast majority of pupils are of White United Kingdom heritage with very few of Black-Caribbean or Asian heritage. Almost all pupils speak English as their first language. The number of pupils known to be eligible for free school meals is well below average. There are 36 pupils on the register of special needs, which represents 11% of the pupils attending the school, which is lower than the national average. There are 4 pupils with a statement of special need, which is below the national average. The attainment of pupils when they start school is at least that expected for their age. The school's character has not changed significantly since the last inspection in 1997, when it had only recently opened, however, it is now firmly established in the local community. It has received the following awards, the School Achievement Award in 2001, Activemark in 2002 and the FA Charter Mark in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21529	Greg Sorrell	Lead inspector	Information and communication technology, geography, history, physical education
9388	Anthony Mundy	Lay inspector	
32136	Lesley Brookes	Team inspector	Mathematics, science, the Foundation Stage; music
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	8
STANDARDS ACHIEVED BY PUPILS	
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
SUBJECTS IN KEY STAGES	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Castlewood School is a very effective school.

It is very well led by the headteacher, the quality of education is very good and the parents hold very positive views of the school. The pupils achieve very well because of very good teaching. The school provides very good value for money.

The school's main strengths and weaknesses are:

- . The headteacher and key staff provide very good leadership and management. The governance of the school is very good.
- . The quality of teaching is very good which results in the pupils showing very positive attitudes to learning.
- . Standards achieved are very good overall, although those achieved in writing adversely affected the school's performance in the most recent national tests at the end of Year 6.
- . The curriculum is very good and enriched greatly by extensive extra-curricular activities, although multi-cultural aspects are underdeveloped.
- . Attendance, although satisfactory, could be improved.

Overall improvement since the last inspection has been very good. The school has maintained its identified strengths at the time of the last inspection and has successfully addressed its weaknesses. School management is now very good and staff are clear about their roles. As a result all subjects are well managed and effectively planned to provide a very good curriculum that meets the needs of the pupils. Assessment in the core subjects and increasingly in all subjects is of a high standard. Pupils' work is usually neatly presented which underlines the positive attitudes they have to school and the high expectations all staff have for them.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	A*	A	C	D
Mathematics	A	B	A	A
Science	A	A	A*	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The achievement of pupils is very good. Children achieve well in the reception classes. Almost all achieve the goals expected of them. The standards of the present Year 1 and 2 pupils are consistent with recent school test results that were well above average in reading, writing and mathematics. Standards achieved in Years 3 – 6 are also very good overall, particularly in science where pupils' results are in the top five per cent of schools nationally. The pupils' performance in writing adversely affected the school's English result which has been higher in recent years. The school has identified appropriate measures to address this issue and the work produced by the present Year 6 pupils indicates improved performance.

The pupils' personal qualities including the spiritual, moral, social and cultural development are very good. So too, are their **attitudes** to school and their **behaviour**, although **attendance** is only satisfactory.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The quality of teaching is very good and ensures that the pupils' learning is of similarly high quality. The school keeps very good records of pupils' achievements and also pays similar attention to the pupils' care and welfare. The school enjoys very good relationships with parents who support the school strongly. The very good curriculum is enriched by a wide range of extra-curricular activities that provide the pupils with a very well rounded education.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

The quality of leadership, management and governance is very good. The headteacher has an extremely clear vision and sets appropriate priorities that realise the school's aim to maximise the achievement of each pupil. She is most ably supported by very good managers, administration staff and a very well informed and proactive governing body.

PARENTS' & PUPILS' VIEWS OF THE SCHOOL

The parents' and pupils' views of the school are very positive. The parents appreciate the efforts made on behalf of their children by the headteacher and staff. They value the ease with which they can approach the school and know their views are valued. The pupils enjoy coming to school, they feel safe and secure knowing that there is always someone there to support them.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- . Continue to monitor the performance of pupils' writing including the times when using ICT;
- . Provide more opportunities for pupils to experience cultures other than their own;
- . Communicate to parents the importance of ensuring their children attend the whole school year.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve very well overall. Standards at the end of reception are good and those at the end of Year 2 and Year 6, when compared to similar schools, are well above average.

Main strengths and weaknesses

- Standards achieved in national tests by the end of Year 2 are well above average overall and those achieved at the end of Year 6 are above average overall.
- The vast majority of children in Reception achieve their learning goals and are well prepared for learning in the main school.
- The pupils' achievement is very good across a wide range of subjects.

Commentary

1. Since the last inspection, the pupils' attainment on entry has remained largely the same and is at least that expected nationally. The provision which includes well planned activities and good teaching prepares the children well for entry to Year 1. Achievement in the reception classes is good overall and almost all children achieve their intended learning goals.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	18.2 (17.7)	15.7 (15.8)
writing	16.9 (15.7)	14.6 (14.4)
mathematics	18.1 (18.1)	16.3 (16.5)

There were 47 pupils in the year group. Figures in brackets are for the previous year

2. In the most recent national tests, standards at the end of Year 2, when compared to all and similar schools, are well above average in reading, writing and mathematics. The trend in these results over recent years has been above the national average. The work seen of the present Year 2 pupils was consistent with above average test results at the end of the year. Boys and girls achieve equally well. This is due to the well planned curriculum and very good teaching that is a feature of Key Stage 1. The pupils also achieve well in other subjects, notably ICT and PE.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (28.7)	26.8 (27.0)
mathematics	29.3 (28.2)	26.8 (26.7)
science	31.5 (30.4)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

3. In the most recent national tests, standards at the end of Year 6, when compared to all schools, in English are average, in mathematics are well above average and very high in science. When compared to similar schools, standards achieved are below average in English, yet above average in mathematics and science. The performance in English was adversely affected by results

in writing. The school has quickly identified the need to address this issue and is rightly confident that standards are set to rise to more typical values for the subject. Boys have tended to achieve better than girls and close monitoring is seeking to address this. Overall standards compared to similar schools, at the end of Year 6 are above average and have improved since the last inspection. The pupils also achieve well in other subjects such as ICT and PE. The trend in these results over time has been broadly in line with national averages.

4. All pupils with special educational needs achieve very well in relation to the targets set for them in their individual education plans. Some make excellent progress and are taken off the register. Those who don't make expected progress have further provision that may involve outside agencies. The resources of the local education authority are used to support higher attaining pupils.

Pupils' attitudes, values and other personal qualities

5. Pupils have very good attitudes to learning, and their behaviour is very good. Pupils' personal development is very good because the school provides very good spiritual, moral, social and cultural education. Behaviour and personal development have improved since the previous inspection. Pupils' attitudes maintain the previous high standard.

Main strengths and weaknesses

- . Pupils come joyously to school;
- . They are very confident and sociable in lessons and informal activities;
- . Relationships are very good between pupils, and between pupils and staff;
- . The school's golden rule exemplifies very good community behaviour;
- . Multicultural experiences are underemphasised.

Commentary

6. Pupils greatly enjoy coming to school. Each day they look forward to a variety of interesting activities. They are thoughtful, perceptive and mutually respectful, and are rarely involved in disputes. They have no concerns about bullying. Behaviour is very good in classrooms, and time in lessons is rarely lost through pauses or distractions. Pupils value the school's wide curriculum, and the good support provided by teachers. They appreciate how teachers' prompt and focused marking improves their work. During the inspection, when pupils in Year 3 travelled by coach to a swimming lesson at a local pool, their behaviour was very good on the journey, and was excellent in the pool complex. Behaviour is usually very good in the open areas of the school. However, some boisterous behaviour was seen when pupils collected their lunchboxes from central points.

7. Most pupils arrive punctually each day, and attendance overall is satisfactory. Although regular attendance has a positive effect upon attainment and progress, a significant number of families occasionally disrupt their children's education by taking holidays during the school term. Attendance has not improved since the previous inspection although the school does remind parents about the need for regular attendance. Class registers are completed neatly, and conform with legal requirements. Morning registration periods are very efficient, and lessons begin promptly.

8. The school very successfully develops pupils' personal qualities and social achievements. In a whole-school assembly seen during the inspection, pupils of all ages were captivated by the headteacher's illustrated re-telling of a parable demonstrating the school's Golden Rule: "*Do unto others.*" In excellent poetry lessons in parallel Year 5/6 classes, all pupils reflected upon spring poems, and most wrote expressively about their feelings. Pupils are very aware of the needs of others, and each year they raise significant amounts of money for local and national charities.

9. Very good relationships between adults and pupils promote strong moral values in all year groups. A very good programme for personal, social and health education guides pupils in understanding and applying concepts of right and wrong. They rarely need reminding of the

behaviour rules agreed for classrooms. They are co-operative, friendly and respectful to their peers and teachers, and are relaxed and adept with visitors. No pupil has been excluded in the current school year.

10. In all year groups, boys' and girls' interest in performance, sport and other activities enables them to work and play amicably together. Without inhibition, they perform modern dance routines and traditional sequences. During the inspection, at the after-school Film Club, 24 pupils in Years 5 and 6 were producing a science fiction film. Guided very well by a teaching assistant, they created the authentic atmosphere of a film studio. Boys and girls collaborated with affection and good humour to overcome the many delays inherent in screen testing for major roles.

11. Pupils have very good understanding of western culture, and are respectful of other cultures. However, their range of multi-cultural experiences is limited, and does not include links with individuals or schools in developed or developing countries. Pupils with special educational needs have very good attitudes to the school and work hard during lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

12. The quality of education provided by the school is very good. There are particular strengths in the quality of teaching, learning, assessment, the curriculum and in the personal support, guidance and advice given to the pupils.

Teaching and learning

13. Teaching and learning are very good as are the assessments made of what pupils have learned.

Main strengths and weaknesses

- Teachers use a range of strategies to engage the pupils in learning and reflect upon what makes lessons effective;
- Teachers enjoy very good relationships with the pupils and have high expectations of their work and behaviour;
- Collaboration and planning between teachers and teaching assistants is very effective;
- Teachers make regular assessments of pupils' learning to ensure that the teaching is relevant to their needs;
- In a minority of lessons there is too much teacher-led learning which reduces the opportunities for pupils to engage in practical activity.

Commentary

14. The teachers use a wide range of strategies to encourage the pupils to learn effectively. The pupils are clear about what the lesson is intended to achieve. They are assisted by a brief reminder about what was learned in the previous lesson. The most effective lessons start with pupils volunteering this information for the benefit of the teacher and other pupils. A rich mix of explanation, demonstration, practical activity, review and recording is a feature of very good lessons. For example, French is taught in a highly interactive, lively and energetic way to older pupils by the

headteacher. Teaching has a strongly infectious energy and enthusiasm that demands constant and active involvement from all pupils. Another very good feature is where the teachers reflect upon the lesson and consider what worked well and what elements may be improved next time. Occasionally, all these features combined with excellent subject knowledge produce outstanding lessons such as one seen in ICT.

15. The quality of relationships is very good. The pupils know that the teachers work very hard for them by preparing materials and making every effort to deliver very good lessons. The pupils respond well to the teachers' high expectations of the work produced and its quality. Being engaged in high quality lessons also promotes very positive attitudes that minimise instances of misbehaviour. Teachers' regular monitoring of pupils' attitudes and behaviour ensures that any occurrences are invariably ended before learning is adversely affected.

16. Considerable planning is put into the lessons pupils receive. In the best examples, teachers work closely with colleagues, including teaching assistants, to match the content closely to the needs of the pupils. This feature is particularly effective when ensuring appropriate curriculum coverage for mixed year teaching. Teaching assistants appreciate this involvement and in turn this makes them more effective when supporting pupils in class or small groups. All staff are engaged in effective continuing professional development programmes that ensure their knowledge and skills remain relevant and up to date. Observation of colleagues and team-teaching are also strong indicators of the desire to constantly improve the teaching pupils receive.

17. Pupils with special educational needs are given very good support by the special educational needs coordinators. The post is currently in transition from the headteacher to a newly appointed senior manager who will assume full responsibility at the start of the next academic year. Teaching assistants play a vital role in managing the pupils and guiding them in activities. All have very good relationships with the children and they offer unobtrusive but effective support and as a result pupils with special educational needs make very good progress. The assessment of the needs of these pupils and of their progress is very good.

18. Regular assessment in lessons by "question and answer" gives the teachers and pupils very good assessment information. Very good records are kept in all core subjects about where the pupils are at any given time. Expectations of what pupils who attain at different levels should know at the end of each unit of work are clear. In the Foundation Stage the staff work well together. Their planning combined with high quality assessment systems contribute to the strong start these children receive in the early years of their education.

19. In the majority of lessons, teachers' expectations of how much work to be done are very appropriate. There are occasions, when teachers' explanations are overlong and this cuts into time available for the pupils to practise skills. Even in good lessons, for example, in physical education and ICT, this weakness is evident.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (11%)	4 (11%)	23 (62%)	6 (16%)	0 (%)	0 (0 %)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The Curriculum

20. The curriculum is very good overall. There is a wide range of opportunities for pupils to learn, and consistent approaches to planning. Opportunities for enrichment are equally of a very good standard. The school's values for inclusion and equality of opportunity are consistently reflected in what the pupils do.

Main strengths and weaknesses

- The curriculum is carefully planned to support the school's ethos of ensuring that all pupils receive a well rounded education.
- Extra sport, music and art activities, and good resources, support and enrich the curriculum very well.
- More links could be developed between subjects to further this successful approach.

Commentary

21. The quality and range of the curriculum is very good and has improved since the last inspection. The school meets all statutory requirements and implements the locally agreed syllabus for religious education. The school keeps its curriculum under constant and effective review and implements changes well. Curriculum planning and schemes of work have been systematically developed and improved. True to its ethos, the school provides a curriculum that pays good attention to core subjects but ensures that other practical subjects and humanities are not neglected. The school successfully uses a topic approach that makes interesting and effective links between subjects. However, this is a flexible approach so that subjects are also taught separately if appropriate. Careful planning ensures that each subject is given an appropriate amount of time. An important aspect of planning is the way that the school has placed emphasis on a practical approach to the curriculum and this successfully motivates pupils.

22. The curriculum and quality of learning are also very effectively enhanced by an interesting range of activities and visits. Visitors are often invited to talk with pupils and share their knowledge and expertise. The wide range of clubs offered is very good. Sport is well-represented and benefits from coaching from outside experts. As well as regular school performances, pupils have opportunities to take part in a range of musical events in the wider community. There are good opportunities for pupils to take part in team sports and to compete against other schools in different leagues. All these activities also make a significant contribution to pupils' social and cultural development. A wide range of after school clubs in sport, music and art; specialist coaching in football, tennis and rugby; and good use of the community and visitors to school help to widen pupils' horizons and enrich the curriculum. There is good emphasis on inclusion, for example ensuring that pupils with physical disabilities take a full part in the dance club. *The Blank Page* is an extremely popular and well-attended club where pupils practise various roles in the planning and production of scenarios and special effects for short films. The range and quality of learning resources have improved since the last inspection and these are used well to engage pupils' interests. For example, pupils are benefiting greatly from the new computer suite and computers in the classrooms. Resources are now replaced regularly so that the pupils always have attractive and up to date books and items to engage their interest and support their learning.

23. Provision in personal, social and health education (PSHE) is very good. It is integral to the work of the school. This area is a key part of the school's overall ethos and is successful in assisting the pupils' overall development towards maturity. The planning is very good and embraces many subjects of the curriculum, including sex education. The school has an excellent system for tracking pupils' attitudes, behaviour and social development. Links with the Religious Education curriculum are relevant and illustrate a strong commitment to the pupils' overall development. Current aspects include fitness and healthy life-styles. The pupils are encouraged to discuss issues like the importance of role models, self-esteem and peer pressure. They talk with increasing confidence about the dangers of drugs and know how to keep themselves safe when travelling to and from school. Outside speakers make a good contribution to year group assemblies. Pupils enjoy taking part in the local Junior Citizen project which embraces many aspects of keeping safe and playing a part in society. The school council plays a genuine part in school life and prepares them well for taking up their role as participative citizens. All matters discussed are well recorded. There has been good improvement since the last inspection.

24. The school makes very good provision for children with special educational needs throughout the school. Procedures are well organised. The requirements of the New Code of Practice for

special needs are fully met. The coordinator works very effectively with all members of staff. The SENCO is responsible for organising the support the special needs pupils have and she ensures that they have full access to the curriculum. Individual targets are reviewed regularly to monitor each pupil's progress towards the learning targets and to set new ones. The school also ensures that provision matches the individual pupil's education plan.

25. Accommodation is good. The single-storey school building provides a pleasant environment for pupils and staff. Classrooms are of good size, and additional rooms are available for group work and specialist activities. Classroom furniture is in good condition, and is suitable for all pupils in the primary age range. Good displays of pupils' work enliven classrooms and open areas. The school site and building are free of vandalism and graffiti, and are commendably well maintained.

26. The school's learning resources are good overall. The ICT suite is a very good resource. The number of computers available to pupils is close to the national average for similar schools, and the quality is above average. However, no interactive whiteboards and few digital cameras are available to teachers and pupils, although plans are in hand to address these shortages.

Care, guidance and support

27. Very good procedures ensure high quality child protection, health and safety. The caring environment has a very positive effect on the standards pupils achieve. The school provides very good support, advice and guidance for pupils, and consistently monitors their achievements and personal development. Provision in each of these areas has improved since the previous inspection.

Main strengths and weaknesses

- . The headteacher is responsible for child protection, she is caring and experienced;
- . Teachers and other adults know the pupils well and respond quickly to their needs;
- . Pupils' personal development is carefully monitored and evaluated.

Commentary

28. Teachers and support staff have good understanding of the school's procedures for child protection. Conscientious, attentive, classroom teaching assistants assure pupils' welfare at lunchtime in the dining hall and playground. One member of staff is fully qualified in first aid and all teaching assistants are up to date with relevant training. The school's health and safety policy is based on the local authority's recommended policy, including procedures for risk assessments and ensuring the safety of pupils on site and during out-of-school visits. The school building and grounds are in fine condition, and present no apparent risk to health and safety.

29. Pupils in all year groups are relaxed and happy in the school community. They receive very good individual care and support from the headteacher, class teachers and teaching assistants. Following assessment in the Reception classes, pupils' needs are reviewed periodically, and necessary support provided. Class teachers formally record details of pupils' extensive social development, and make sure that examples of best academic work are valued and saved.

30. Pupils enjoy completing occasional questionnaires about school life. They know that their opinions can influence day-to-day decisions. Pupils chair and minute school council meetings, and the council has originated some interesting ideas, including dealing with litter on the school site. Some pupils in Years 5 and 6 represent the school on the youth parish council. Good procedures in Year 6 prepare pupils for transfer to secondary schools.

31. Pupils in all year groups proudly wear merit stickers acknowledging achievement, effort and good behaviour. Sustained good work and personal qualities are rewarded with certificates at weekly celebration assemblies.

32. Pupils with special educational needs are given very good support. A strength of the provision for special educational needs is the early identification of pupils' individual needs and the commitment to ensure that the provision for these needs is made and that it is always built on and never a repetition. Individual education plans contain appropriate targets, which are informed by detailed assessment of pupil's difficulties. This information is used effectively to plan appropriate work and has a positive effect on pupils' progress. The school works closely with the local education authority's support services, for example, the speech therapist and educational psychologist.

Partnership with parents, other schools and the community

33. The school has very good links with parents, good links with the local community, and good links with other schools. Each of these aspects has improved since the previous inspection.

Main strengths and weaknesses

- . The school provides very good information for parents;
- . Parents are fully involved in their children's education.

Commentary

34. Parents' views were very positive at the pre-inspection meeting, and in most responses to the pre-inspection questionnaire. Some questionnaire responses indicated parents' concerns about bullying. Discussion with pupils indicates that almost all 'bullying' is short-term disagreement between peers. The school's rigorous anti-bullying policy quickly identifies and counters occasional longer-term incidents. Many parents and friends provide valuable help in lessons to groups of pupils and to individuals. Wherever possible, parents' skills and interests are used to develop the curriculum. An early morning reading club, led by parents, is significantly improving attainment in all year groups. The parent-teacher association, SOCS, and the fathers' association DOCS, organise very popular social and fund raising events, and contribute significantly each year to the school budget. Recently, SOCS donated 50 per cent of the cost of an expensive adventure playground. Good co-operation is established between the parents' groups and the governing body, and some families are active on all committees.

35. Parents in all year groups receive good annual outlines of the planned curriculum, and excellent notes on working at home with their children. At three consultation evenings each year, they have adequate time to review their children's progress, and discuss future targets. Annual written reports to parents are of exceptional quality, including much detail of what children know and can do in all subjects, and giving clear guidance on next steps for improvement. Newsletters from the school and from the governors are very informative about events, personalities and important dates. The prospectus and the governors' annual report to parents, 2003, conform with legal requirements and contain much useful additional information.

36. The school makes good use of community resources. Pupils in Year 6 enjoy an annual residential visit. Pupils visit local places of interest, and national museums and galleries in London. Recent visitors from the community have included a bishop, a local historian and representatives of the police and fire services. A very good relationship is established with a local church, and the minister is a frequent and welcome visitor. The school is consistently involved in local events, including the village carnival and fireworks celebrations on the fifth of November.

37. Good links are established with neighbouring schools. A 'curriculum bridge' allows pupils to begin projects in Year 6 for conclusion in Year 7 of secondary school. Many professional visitors choose to visit Castlewood, to see good practice in teaching and management. Secondary school students are welcomed for work experience, and recently established university links have secured the appointment of a student teacher.

38. The school works closely with parents when their child is put on the register for special educational needs. The parents' views and opinions are sought and are considered when drawing

up targets for the child to achieve. Even young pupils are invited to be involved with their target setting and they make appropriate comments about their own progress towards them.

LEADERSHIP AND MANAGEMENT

39. The headteacher and key staff provide very good leadership and management. The governance of the school is very good. The quality of the leadership and management, teaching and the curriculum, and pupils' attitudes, their values and personal development are all contributing to the high standards.

Main strengths and weaknesses

- . Excellent leadership by the headteacher providing excellent clarity of vision and direction for the school, and motivating staff and pupils;
- . Excellent management of recruitment and retention of staff that provides stability;
- . Very good management of staff resulting in very strong teamwork;
- . Very good leadership by key staff;
- . Very good commitment to meeting the needs of each individual pupil;
- . Very good use of assessment data to monitor the school's successes and plan for its development;
- . The governing body is very well informed and is proactive in its support for the school.

Commentary

40. The leadership and management of the school have improved since the last inspection. The previous inspection reported on the headteacher's vision and clear direction for the school and her strong relationships with the governors, staff, parents and children. Her leadership is excellent. Her approach has resulted in improved standards and very good achievement by pupils. The role of senior management and of subject coordinators has been very well developed and this has led to the creation of strong teams. Leadership at all levels is very strong and has resulted in improved teaching and learning, which has improved attainment. Strong leadership by coordinators has given confidence to teachers in areas of the curriculum in which they had felt less secure and this has had a direct impact on the raising of standards. The headteacher's management of recruitment and retention of staff is commendable and has resulted in a more stable staff with the obvious benefits to the pupils.

41. The monitoring, evaluation and development of teaching and the curriculum have all improved since the last inspection. Monitoring of the curriculum and monitoring and evaluating teaching is very good. The headteacher, senior managers and subject coordinators have all contributed to lesson observations. This has improved the overall quality of teaching which is now very good. The delegation of responsibility of staff is very good and has improved since the last inspection. Subject co-ordinators and senior managers are all given time out of classrooms to review aspects of the school life. In-service training is an important feature of school and individual development for all staff. The school has made a major commitment to the provision of non-teaching time for all teachers enabling them to perform at their best both in the classroom and in their management roles.

42. The school prides itself on its commitment to include every pupil in all aspects of its work by providing for each individual's needs. The management of special educational needs is very good. Inclusion was the main focus on the school development plan for last year. The school's approach is very well organised and designated funds are used appropriately. All staff work closely with the coordinator who ensures that they are all aware of the procedures. Parents are involved with target setting for their child's individual education plan and are invited to all reviews. Very good records are kept and used as working documents. Work of special educational needs pupils is closely monitored and samples of work are kept to record the progress being made.

43. The school's strategy for performance management is well established. Individual targets are linked to the school development plan to improve standards. Teachers who are new to the school are very well supported by established colleagues. Learning support staff are able to attend training courses to increase their effectiveness. The school has established links with a local university and will take students on a regular basis with a view to using the opportunity for recruitment.

44. The governing body is very effective in supporting and challenging the school to maintain and improve standards. They have a good knowledge of the curriculum provided and see the school working at first hand. This governing body exercises its responsibilities and support in very practical ways, for example, from being attached to curriculum areas and receiving reports on standards and development to running a crèche for parents during consultation evenings. When standards in English test results were disappointing, governors immediately set up a monitoring group to look at the performance of writing.

45. The governors have also been very proactive in ensuring that funds are used appropriately. Financial management is very good. Uncertain income has complicated the school's budgeting process since 2001/2. The 2003/4 budget benefited from the approved transfer of capital to the expenditure account. A transitional grant will cover a 2004/5 funding deficit caused by planned reduction in the school roll. The school's administrative staff make a significant contribution to the smooth running of the school. A recent audit confirming the quality of financial management required no significant amendments to controls or procedures.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£673,957
Total expenditure	£656,556
Expenditure per pupil	£2,233.18

Balances (£)	
Balance from previous year	£4,368
Balance carried forward to the next	£17,401

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision in the Foundation Stage is good.

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. The overall provision for the children in the Foundation Stage is **good**.

47. Children in the two reception classes receive a good start to their education; they make good progress and achieve well. The staff work well together and good planning, together with high quality assessment systems, contribute to the strong start these children receive in the early years of their education. The Foundation Stage co-ordinator has incorporated aspects of the local authority's assessment scheme into the Foundation Stage Profile, which helps to improve the information gained about the children when they join the school. Attainment on entry covers a relatively broad spectrum but most are in line with national expectations. However, many are above with regard to their speech and language skills. By the time they move into Year 1, a high percentage of the pupils achieve the early learning goals in all six areas of the Foundation Stage curriculum, or are very close to doing so. A minority of the children are likely to be working within the early stages of the National Curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

48. Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- . Children's social skills and personal independence are promoted well.
- . They are learning to work co-operatively.

Commentary

49. The school's focus on personal and social development helps the children to develop their confidence and establish good relationships with one another, the class teachers and the classroom assistants. They behave well and are encouraged to be considerate of others. Teaching and learning are good and adults capture children's interest and attention by their enthusiasm, and by good use of resources. These qualities, together with good planning, ensure that pupils' concentration is being fostered and maintained appropriately in directed activities. All the children receive plenty of praise and encouragement. This is effective in building up their self-esteem and confidence. They manage to change for physical education with limited adult intervention and cope well with their own toileting.

COMMUNICATION, LANGUAGE AND LITERACY

50. Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- . Children's good speech and language skills are further fostered effectively.
- . Learning is supported and encouraged well through the use of resources.

Commentary

51. Good opportunities are provided for children to extend further their speaking skills through all areas of learning. Sensitive adult intervention encourages them to talk about what they are doing and to vocalise their thoughts and ideas. Teaching and learning are good and all lessons focus on extending vocabulary. Speaking and co-operative play are further fostered well during role-play in the 'Garden Centre' and 'Flower Shop'. The adults are patient with those who need more time to think about what they want to say, and this helps to boost the children's confidence and willingness to contribute. For many, reading skills are at the early stages of development, but reading is promoted appropriately. Some of the children are beginning to read simple words and texts and enjoy their reading books. There is a good range of story books, together with non-fiction titles. A large number of 'story sacks' promote the enjoyment of story-telling by adults and children. Some children are trying to write simple phrases and sentences unaided and letter formation is usually correct. Good use is made of classroom computers to support children's early reading and writing skills.

MATHEMATICAL DEVELOPMENT

52. Provision in mathematical development is **good**.

Main strengths and weaknesses

- . Children are beginning to count with confidence;
- . Learning is reinforced well through the use of appropriate resources;
- . Computer programs are used to support developing mathematical skills.

Commentary

53. The children are making good progress in their early understanding of number, shape and measure. Most can count forwards and backward to 10 and more and can handle correctly simple calculations, such as 'one more than' with numbers between 5 and 10. A range of games and puzzles, specifically designed to support early understanding of number, is available. These are supplemented by suitable computer programs. Children develop a good understanding of different two and three-dimensional shapes, and can name them. Teaching and learning are good overall. Children were seen comparing heavy and light objects and, with good adult support, used a range of resources for comparison. Prediction is fostered and encouraged well. Children have compared their foot sizes and have used their developing numeral skills to produce car number plates after a visit to a garage. Many practical activities reinforce understanding such as comparing the size of baby clothes with their own school uniforms and decorating babies' bibs with repeating patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

54. Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- . Children have opportunities to explore and learn about their world in the classroom, outdoors and further afield.

Commentary

55. Children make good progress in this area of learning because they have good opportunities to experience a range of activities. They show a curiosity and interest in the activities presented to them, and make suitable gains in their learning. Teaching is good and suitable resources are chosen to support learning. The children quickly learn to use computers and are developing good control of the mouse. Skills in the use of information technology are fostered with a programmable 'roamer' and through using equipment to listen to story tapes. The children learn more about their

world by handling and discussing a variety of objects and through a good programme of visits and visitors, such as a chiropodist. They discover more about past and present through projects such as Orville Wright's first flight and studying the legend of Icarus' flight. Making a dragon for a Chinese New Year dance and painting Rangoli patterns promotes understanding of faiths and cultures other than their own.

PHYSICAL DEVELOPMENT

56. Provision in physical development is **good**.

Main strengths and weaknesses

- . Children have good opportunities to develop their physical skills on a range of large exercise equipment;
- . Their expertise with a range of tools and equipment is fostered well;
- . Outdoor play facilities are underdeveloped.

Commentary

57. Children have access to a secure outdoor area adjacent to one classroom, but it is small and not well-resourced. There are plans to develop a larger area at the back of the school for their use. Timetabled sessions in the school hall are used well and the planned physical education sessions develop children's large muscle skills and co-ordination, for example in dance and gymnastics. Fine motor movements are fostered and developed through the use of pencils, brushes, scissors, and small construction apparatus. The children are encouraged to choose from a range of resources to create and construct models, for example various vehicles following their garage visit. Children have good opportunities to manipulate a range of small equipment with dexterity. Teaching and learning in all physical development activities is good.

CREATIVE DEVELOPMENT

58. Provision in creative development is **good**.

Main strengths and weaknesses

- . Children have plenty of opportunities for imaginative play;
- . They have a good range of activities to develop their creativity.

Commentary

59. Children have a range of good opportunities to develop their creativity. Planning of this area is appropriate, giving children a suitable range of artistic experiences and teaching and learning are good overall. The children use a variety of pencils, paints and other media to create images. Examples of their work are displayed and they show that the children have used different techniques to create, for example, Rangoli patterns. They study the work of famous artists such as Monet and Van Gogh and paint their own interpretations. They handle play-dough and use a variety of tools to create different effects. They learn to sing many songs and rhymes, and are given opportunities to listen to music, as well as playing percussion instruments. They have many good opportunities to use their imagination through role-play including the re-enactment of the Grace Darling story.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

ENGLISH

60. Provision in English is **very good**.

Main strengths and weaknesses

- . Teaching is very good and pupils' achievement is very good.
- . Standards in reading are very high.
- . High standards in literacy support pupils' work in other subjects.
- . The monitoring of the subject is very good

Commentary

61. The high standards in speaking and listening and the satisfactory standards in reading and writing reported at the time of the last inspection have been improved and standards are consistently well above the national average. The achievement of all pupils, including those with special educational needs, is very good as shown in the progress over the time they are in school. The tracking of progress and the setting of targets for every pupil contribute to this good achievement. There was a dip in the results of the national assessment tests at the end of Key Stage 2 last year. There were a number of contributory factors that resulted in the disappointing numbers who achieved the higher Level 5 in writing, for example, the number of pupils with special educational needs. The school has analysed all the data, identified where improvements can be made and put strategies in place to raise sights further in writing. During the inspection pupils were observed working at levels well above the national average.

62. Throughout the school, staff work hard to ensure that pupils have many opportunities to develop their skills of speaking and listening. Pupils' targets include these skills. Most pupils are confident and articulate speakers. This is evident in their ability to ask and answer questions in well constructed sentences, and in the quality of discussion. Teachers encourage pupils to listen carefully and to express themselves clearly. Pupils talk expressively about their work and things that interest them, with each other and with adults. For example, Year 5 pupils were enthusiastic about explaining their involvement with the Goblin Challenge, a design technology project that the school has won for three successive years.

63. Attainment in reading is very high by the end of Year 2 and continues to be so at the end of Year 6. Pupils are able to read with appropriate expression and fluency. Detailed records are kept by teachers of pupils' achievement. There is a home/ school reading log and parents are encouraged to take an active part in their child's reading progress. Pupils' experience of good literature is developed by the careful choice of challenging texts that are used for whole class teaching. Year 5/6 pupils were observed successfully engaged in a study of the language used by William Wordsworth in his poem *I Wandered Lonely as a Cloud*. Books are also chosen to link with other areas of the curriculum, for example, reading myths and legends of Ancient Greece when studying that period in history. Each classroom has a fiction library and there is an adequately stocked central library.

64. The main displays around the school and in the classrooms show examples of different genres of writing. Some of them are examples of poetry writing and show that pupils have been taught about using figurative language to make their writing more interesting. By the end of Year 6 punctuation is good and spelling is satisfactory. This is an area the school has highlighted as a focus for improvement and strategies to teach phonics are now well established. Handwriting is taught throughout the school and pupils present their work well.

65. Very good support is provided for pupils with special educational needs. Class teachers work closely with teaching assistants and special needs coordinators to provide the necessary support in lessons. Work is well matched to their needs and pupils make very good progress. Their progress is carefully monitored helping teachers to meet their needs accurately. There is challenge for the more able pupils and support for the least able. Teaching in most lessons is very good and excellent lessons were observed in Years 5/6. In these lessons the teachers demonstrated an enthusiasm for the subject and a high degree of subject knowledge, which encouraged work of a very high standard from the pupils. The school's strategy to improve writing standards by teaching the two Year 5/6 classes in three groups for English is having a positive effect on the raising of standards.

66. The subject is led and managed very well. The co-ordinator is well established and her monitoring of the subject, both teaching and through looking at the pupils' work, is very thorough and the analysis of this monitoring data is fed back into the development plans for the subject. This very thorough analysis of data to evaluate initiatives and the focusing on the needs of particular groups of pupils have been contributory factors in the rise in standards since the last inspection.

Language and literacy across the curriculum

67. The reinforcement of literacy skills in other subject lessons is very good. Opportunities are taken in, for example, ICT, history, geography and RE, to develop reading and writing skills. This is a strength of the curriculum.

French

68. Provision in French is **good**.

69. French is taught in a highly interactive, lively and energetic way to Years 5 and 6. In the lesson seen, the teaching had strongly infectious energy and enthusiasm that demanded constant and active involvement from all pupils. The planning draws upon an adapted version of local education authority scheme of work that is well tailored to the abilities of the pupils. Sessions have a deliberately repetitive and systematic structure which is very effective. Activities, supported by good audio-visual resources are well designed to ensure pupils' success by immersing them in French. A current development involves team-teaching in order that other teachers can teach the subject to their own class. Teachers join in and support the learning within and outside the sessions.

MATHEMATICS

70. Provision in mathematics is **very good**.

Main strengths and weaknesses

- . Standards in Key Stage 2 have improved since the previous inspection, and now all pupils in the school achieve very well;
- . Teaching and learning are very good overall;
- . The use of mathematics is well supported by other subjects;
- . Teachers maintain very good records of pupils' skills and progress and use the information gathered well.

Commentary

71. Standards in mathematics are continuing to rise, due to very good subject management. This is an improvement since the last inspection, when too few pupils in the junior classes attained the higher standards of which they were capable. Overall, provision in mathematics has improved very well. Although a relatively recent appointment, the subject leader has already been influential. 72.

Assessment data and test results are carefully analysed to identify where changes to the

curriculum and teachers' planning are needed to address weaknesses in learning, and to make predictions of each pupil's future performance. This information is used to set learning targets for each individual pupil – a process which has helped pupils achieve better standards.

73. Very good and challenging teaching leads to very good progress and achievement with standards well above the average in both key stages. Teachers expect a lot from pupils, and demand high standards of work and concentration. Pupils rise to the challenge and work hard. As a result, in the infant classes, nearly all have a very good understanding of addition and subtraction. They know multiplication and division facts and work confidently with money, adding up totals and working out change. Few pupils do not attain the standards expected for seven-year-olds by the end of Year 2, other than a small number with special educational needs. Many are working at around the average level for nine year olds. Teachers have a secure grasp of mathematics, which helps pupils learn well. Lessons start briskly and explanations, such as how to make a tally chart to show the different fastenings on pupils' shoes, are generally very good. Higher attaining pupils are knowledgeable about the different forms of charts and graphs and some are able to name and interpret Venn diagrams. In the junior classes pupils are working at an equally high level and progress and achievement are very good. Pupils apply knowledge already learnt to a range of problem solving activities and take pride in their achievement.

74. Teachers prepare materials and run lessons efficiently to ensure that all pupils, including those with special educational needs, are supported effectively and achieve well. They deploy teaching assistants effectively for this purpose, for example asking them to work with a small group of pupils who need reinforcement, while the remaining pupils work independently with larger numbers. They use resources effectively, such as using a laptop computer in class to display diagrams on the large whiteboard so that all pupils can see clearly. With this method the practical demonstration of the use of protractors for accurate drawing and reading of angles was very effective and engaged pupils well. Very good planning and assessment practices contribute to the overall success in the subject.

Mathematics across the curriculum

75. Pupils' mathematical skills are reinforced and enhanced well by their use in other subjects, which helps them understand the practical application of mathematics; these opportunities are clearly identified in lesson plans. For example, work in pupils' books shows that they have used computers to store data on spreadsheets and to draw graphs. Pupils learn to measure and explore patterns in design and technology and creations in art and design show that pupils have a good understanding of simple repetitive patterns based on symmetry.

SCIENCE

76. Provision in science is **very good**.

Main strengths and weaknesses

- . Teaching is appropriately challenging and differentiated so that pupils achieve very well;
- . Joint planning by all teachers in a year group means that pupils in different classes have equality of opportunity for learning;
- . Subject leadership is very good.

Commentary

77. The previous inspection identified that pupils achieved standards in line with national expectations at both key stages. This has been very effectively addressed by the implementation of a well-resourced, challenging scheme of work based on national guidelines, and the development of staff skills and expertise. Pupils' developing skills are carefully tracked, and the information fed into curriculum and lesson planning, with decisions on where to focus support for individuals. The

standards attained in the 2003 national tests for eleven year-olds were well above average, with a good proportion working at high levels. Provision in science had improved very well since the last inspection.

78. In response to a careful and well-considered analysis of results among younger pupils, which identified that pupils achieved less well in one strand of science, *materials and their properties*, than in the other three, the curriculum has been strengthened. Strands and features of other commercial schemes are used to expand and supplement the main scheme of work and address any shortcomings in the knowledge and understanding of pupils. Expectations of what pupils who attain at different levels should know at the end of each unit are clear. Joint planning means that pupils in each mixed-age class receive the same curriculum, which is very good for equal opportunities for learning. Year 2 pupils, working on life in habitats, made very good progress in a lesson which incorporated art and ICT effectively with scientific knowledge and captured pupils' interest and imagination. Pupils in Year 6 devised experiments in which to test how sugar particle size affected dissolution. In Year 5 the matter-of-fact delivery of a sex education lesson meant that pupils swiftly lost any embarrassment and therefore made good progress in their learning. Overall, pupils' skills, knowledge and understanding in a range of topics are well above average for their age.

79. The subject leader is experienced and management of the subject is very good. Teaching and learning are systematically monitored and planning is regularly checked to ensure its suitability. Pupils' work is not always well enough marked to show them how to improve. Pupils' developing skills are systematically recorded and there are good procedures for tracking pupils' progress and adapting plans accordingly.

INFORMATION AND COMMUNICATION TECHNOLOGY

80. Provision in information and communication technology is **good**.

Main strengths and weaknesses

- . The ICT suite is a very good resource which supports teaching and learning well and this has a positive effect upon pupils' achievements in a range of subjects;
- . The subject is very well led and managed;
- . A significant number of pupils have poorly developed keyboard skills.

Commentary

81. The pupils' standards in the understanding and use of ICT are good overall as is their achievement. The pupils enjoy using programs in the ICT suite and occasionally in their classrooms. They show confidence and competence in the use of a range of applications, including a word processor and programs that develop numeracy and literacy. The younger pupils, with some prompting, can log on and find previous work. They use the mouse and keyboard to select appropriate icons or enter text. Older pupils show more confidence and competence as they use spreadsheets, presentation programs, desktop publishing and the Internet to research topics or design pages for a story. The achievements of the pupils in the dedicated ICT lessons observed were good. One lesson was excellent. For example, in a lesson on data handling, the teacher built most effectively upon pupils' previous learning about data entry. They used the "auto complete" function to help construct a table into which they entered temperature data. Particular emphasis is placed upon the development of specialist vocabulary, such as "cell"; "column" and "row", which enables the pupils to discuss knowledgeably about what they have learned during the regular plenaries. They understand that instructions given to a particular cell will affect values elsewhere in the spreadsheet. By the end of the lesson, they knew that computers require the correct input to produce the correct output. Throughout the lesson the pupils comment supportively on each others' work and demonstrate enthusiasm in using the skills they had been taught. They work effectively using keyboard shortcuts, although many pupils' keyboard skills are very laboured and their posture is poor.

82. Within the ICT suite, the quality of teaching is good overall. Lessons are well paced and regular opportunities are given to demonstrate what has been learned. However, use of the suite would be much more effective if the data projector was in use. Assessment of pupils' achievement is consistent and this information is used effectively to influence the content of future lessons. Opportunities for the pupils to experience monitoring, control and modeling are available, although these are somewhat restricted due to not all teachers being confident about these aspects of the subject. However, most teachers have adequate subject knowledge to teach the current breadth of the curriculum and where teachers lack confidence they receive welcome support from the co-ordinator.

83. The leadership and management of the subject are very good overall and the provision has improved greatly since the last inspection. The subject is well planned and monitored. Future developments include the acquisition of laptops which will allow ICT to be used effectively outside the suite. As a result of the suite's success, some opportunities are missed to support pupils' learning with in-class computers. The school's provision of digital cameras is barely adequate, although those that are available are used very well indeed.

Information and communication technology across the curriculum

84. Some teachers use ICT well to support most subjects, for example by making use of the Internet for researching geography and history. Word processing supports pupils' literacy and the use of spreadsheets increases pupils' understanding of using and applying mathematics. A project on the problems of litter resulted in some very effective use of a presentation program that contributed positively to the pupils' understanding of responsible citizenship. The pupils also gain much by participating in the "Blank Page" after school club where they experience the use of a digital movie camera. Occasionally, there is a need to consider when ICT may not be the best way to support other subjects when the writing process takes an undue amount of time.

HUMANITIES

Geography and history

85. Insufficient work was seen in geography and history to make overall judgements about the quality of provision. Two geography lessons were seen and one history lesson. Inspectors looked at other work and discussed it with pupils.

86. Work in geography is of the standard expected and indicates that the scheme of work is being followed as planned. Year 5 work focused upon using data from different countries to draw conclusions about climate and population. Links with ICT are sometimes strong, for example, Key Stage 1 pupils modeling a playground and Key Stage 2 pupils using geographical data in spreadsheets to create graphs. Older pupils also benefit immensely from the annual residential visit to the Isle of Wight where they study rivers and local geographical features. Day trips to places like Chichester also make a valuable contribution. Teachers make good use of fieldwork and practical activities to develop the pupils' geographical skills.

87. Pupils' work in history demonstrates good knowledge and skills. Key Stage 1 pupils have a good understanding of the past and teachers use good strategies to consolidate this knowledge. A particularly successful method is using ICT to bring together images of old and new toys that are familiar to the pupils. In Key Stage 2, the pupils gain a good understanding of local history including a Southwater census. Other eras such as the Romans, Victorians and the Second World War are also studied in appropriate depth.

88. In both subjects the use of ICT is well developed by most teachers. Pupils are enabled to become more responsible for their own learning, for example, through effective use of the Internet to find secondary sources of information.

Religious Education

89. Provision in religious education is **good**.

Main strengths and weaknesses

- . Resources are well used to enrich and extend pupils' knowledge and understanding;
- . Planning, teaching and pupils' work are monitored to ensure that work being covered reflects the scheme of work;
- . Leadership and management are very good.

Commentary

90. Standards are above the expectations of the Locally Agreed Syllabus and have improved since the last inspection. This improvement is due to the way in which the subject has been led and managed. The coordinator has supported class teachers by creating the plans for the work until teachers felt confident to take it on for themselves. This has led to a better delivery of the subject and consequently better learning by the pupils. The school's approach to the teaching of some areas of the religious education syllabus is offered as an exemplar to other schools. For example, the teaching of the different Christian Churches and also their teaching of Hinduism through role play and writing play scripts.

91. There were no lessons observed in Years 3 to 6, but looking at pupils' work shows that by the end of Year 6, pupils have a good understanding and knowledge of the parables taught by Jesus and of faiths other than Christianity, for example Hinduism. Younger pupils know stories from the Old Testament such as Noah's Ark and Moses. In one Year 1/2 lesson pupils were able to list the Ten Commandments in their own simpler language. They also know that the Old Testament was written in Hebrew and looked at the Hebrew letters. They looked at a Torah scroll and talked about its importance to Jewish people before making their own. This encouraged them to take pride in their own work.

92. Good resources help to capture pupils' interest. Visits to local churches and visitors to the school and the use of ICT to find information about other places of worship further enhance the provision.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art & Design and Design and Technology

93. Only one thirty-minute lesson was timetabled in these subjects on the days of the inspection, so it was not possible to reach overall judgements about provision. Art and design features strongly within the school's curriculum and within cross-curricular themes. Pupils' work is of a good standard and examples of their good work are displayed in frames around the school. These pictures are frequently changed so that pupils are constantly stimulated by fresh material. They foster cultural awareness and appreciation of artistic development. Presently the corridors are full of Year R children's interpretation of Van Gogh's *Sunflowers*, which are of a high standard and show good observational skills. Pupils clearly enjoy art and design. Pupils learn to draw, and to keep sketchbooks as they move through the school. Pupils have experience of many art forms, in particular textile work. There are examples of high quality work on display, for example, a textile hanging made by Year 6 pupils following a visit to Chichester. The pupils used a flour and water based resist and then sketches to produce an image on fabric. This image was then dyed using water-based dyes, the resist was removed and stitching added to emphasise the architectural features of the cathedral. The finished hanging is very fine. The school also chose to mark the millennium with a textile hanging, which is now displayed in the entrance hall. The theme is the

creation and each year group was responsible for depicting one of the days of creation. The planning for this was very detailed and has resulted in a remarkably fine celebration of the event.

94. In **design and technology** pupils have several design projects a year. Work is carefully planned in design books before the artefact is made. For example, Year 3/4 pupils investigated the structure of bridges before designing and making their own. On completion, work is thoughtfully evaluated and suggestions for improvement are noted. Pupils are taught to use tools safely and experience handling small hacksaws and cold glue guns in their work. One of the highlights of Year 5's design and technology is taking part in the 'Goblin Challenge'. This involves all the primary schools in Southwater and Horsham. Over the week they build a small car complete with a real engine and brakes. They then make a cover for it, which they decorate. During the week of the inspection they were excitedly putting the finishing touches to their car ready for the challenge on the Friday afternoon. Having won the challenge for three consecutive years, they were a little apprehensive as they conducted trials around the playground.

95. Leadership and management of the subjects are very good. The coordinator's commitment and enthusiasm for the subjects has led to good support for other members of staff and to keeping the subjects as valued areas of the curriculum.

Music

96. Music was not a focus of this inspection and no judgements have been made about provision or of teaching and learning as no lessons were observed. However the school has identified in its development plan that the subject needs to be taught in greater depth. Pupils sing tunefully with energy and enthusiasm and have opportunities to take part in local music festivals. At present there are two recorder groups, beginners and intermediate. A peripatetic teacher provides high quality violin tuition to a small number of pupils.

Physical education

97. Provision in physical education is **good**.

Main strengths and weaknesses

- . The pupils achieve well in physical education;
- . The quality of teaching is good overall;
- . The curriculum is broad and well supported by a very good range of after school activities;
- . Leadership and management of the subject are very good.

Commentary

98. The pupils' achievements are good in physical education. They achieve particularly well in swimming, dance and team games. In swimming, younger pupils develop increasing levels of confidence in water and older pupils develop good techniques and most can swim at least 25 metres by the time they leave the school. At all times, the pupils show a very good understanding of health and safety by listening carefully to instructions and behaving very sensibly travelling to the venue and around the pool itself. Year 5 pupils have achieved very well in their development of rugby skills. They listen well and are enthusiastic when practising skill drills. They can pass the ball and move so as not to make forward passes and show an increasingly good awareness of supporting team-mates when in possession.

99. The teachers present themselves as effective role models by providing good quality demonstrations and wearing appropriate clothing. Teachers' subject knowledge is good overall and some have particular interests in swimming, country dance and major ball games such as football and rugby. These skills are used well to ensure that the pupils receive high quality instruction. This is supplemented further by visiting expertise. The role played by teaching assistants is extremely

positive. Some have highly developed skills which add significantly to the overall quality of teaching. In most cases, expectations of pupils' performance are high, although, occasionally, greater demands could be made upon the pupils' fitness. For example, more opportunities could be provided for vigorous activity whilst, at the same time, focusing upon skill development.

100. The curriculum is very well planned and pays good regard to national guidance. The provision includes dance, gymnastics, team sports, swimming and athletics. It is enhanced by a wide range of after-school clubs. The annual residential trip to the Isle of Wight is also a valuable experience. These activities are well attended, actively supported by governors and much appreciated by parents and pupils alike. Inter-school competition, where the pupils experience success in team games and cross-country events, is also encouraged and contributes significantly to the pupils' personal and social development. The recent recognition by the Football Association and Sport England demonstrates the school-wide commitment to high standards in all it does. Physical education has high status within the school and has improved since the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).