

INSPECTION REPORT

EAST PRESTON JUNIOR SCHOOL

Littlehampton

LEA area: West Sussex

Unique reference number: 125828

Headteacher: Mr Andrew Dale

Lead inspector: Mrs Sheila Browning

Dates of inspection: 21 – 23 June 2004

Inspection number: 256021

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	259
School address:	East Preston Junior School Lashmar Road Littlehampton West Sussex
Postcode:	BN16 1EZ
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Appropriate authority:	Governing body
Name of chair of governors:	Mr David Fraser
Date of previous inspection:	26 April 1999

CHARACTERISTICS OF THE SCHOOL

East Preston Junior School, with 133 boys and 126 girls aged seven to eleven, is about the same size as most primary schools nationally. Most of the pupils come from the immediate locality of the school and the nearby area. On entry, the pupils' attainment is broadly average overall. The percentage of pupils having special learning needs, at 12.6 per cent, is below the national average. Most of these pupils have social, moderate, emotional or specific learning needs. The percentage of pupils with statements of special educational need, at 1.1 per cent is below the national average. Few pupils are eligible for free school meals. There are no pupils drawn from minority ethnic backgrounds and none with English as an additional language. Pupils come from homes that are socio-economically diverse, but broadly average overall.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an increasingly effective school. Standards are broadly average overall by the end of Year 6. The quality of teaching and learning is at least satisfactory with good elements seen during the inspection and pupils achieve satisfactorily. The school is well led and managed and it provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The good leadership and management and the strong commitment of all staff and the governors are moving the school forward and it is on track to improve further.
- More needs to be done to raise standards in mathematics throughout the school.
- The school provides very well for pupils with special educational needs.
- Higher-ability pupils are not always sufficiently challenged.
- The school's commitment to pupils' spiritual, moral, social, cultural and personal development and its inclusive nature are reflected positively in pupils' good behaviour, and attitudes and very good relationships.
- Assessment is not yet fully developed in all subjects.

Significant changes within the school since the last inspection in April 1999 have affected the rate of progress, which is satisfactory. Results in national tests have fluctuated in English, mathematics and science since the last inspection. Judgements about standards overall are broadly in line with those found at the time of the last inspection. Pupils' behaviour and attitudes are still good and relationships are now very good. The care, welfare and support for pupils remain good. Links with parents and the community are good. The key issues in the last report have been addressed appropriately. The most significant improvements are in pupils' writing and lesson planning in English and in mathematics and science. The increased focus on investigative skills is impacting positively on pupils' learning in mathematics and science. The provision for pupils' spiritual development is improved. The minor weakness identified in the last report has been fully addressed.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' achievement is satisfactory overall. National test results for eleven-year-olds in 2003 were average overall at the end of Year 6. Comparisons with similar schools show that results were average in English and science and were below expected levels in mathematics. The overall trend of improvement was broadly in line with the rising national trend. The school set realistic targets for raising achievement; these were exceeded in English but were not met for mathematics or for the higher levels in both subjects. Attainment on entry to the school is broadly in line with that expected nationally. In Years 3 to 6, pupils achieve appropriately overall. Standards are average and achievement is satisfactory in English, science, information and communication technology and history. Standards are below average in mathematics. In the aspect of multimedia in information and communication technology and in physical education, particularly in games, standards are above expectations and pupils achieve well. Art and design work displayed is often of a high

standard. Standards and achievement in religious education are in line with those for the locally agreed syllabus. Sampling in other subjects indicates that standards meet national expectations and pupils' achievement is at least satisfactory. Pupils with special educational needs achieve well but higher-ability pupils are not always sufficiently challenged.

Provision for pupils' personal qualities, including their spiritual, moral, social and cultural development, is good. Pupils have good attitudes to school and they behave well. Relationships are very good. Attendance is good.

QUALITY OF EDUCATION PROVIDED

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall with good elements seen during the inspection. Pupils with special educational needs are supported very well. Previous staffing difficulties have led to gaps in pupils' knowledge at the start of the year in Year 6. Good teaching since has enabled pupils to achieve well recently, but there has been insufficient time for this to impact on end of key stage results. Strong features of teaching include: positive relationships, good use of a variety of teaching methods, good use of resources, and high expectations of behaviour, and good use of challenging questions. Teachers keep a careful check on pupils' learning, but marking and assessment practices have scope for further improvement. A greater and consistent challenge is required for higher attaining pupils to reach their full potential.

The curriculum is good in most respects. Links between subjects are good. As a result, pupils enjoy a range of interesting lessons. The use of ICT enhances learning well across most subjects. The curriculum provided for higher-ability pupils is not always equally matched to their needs. Very good extra-curricular activities and very good opportunities for enrichment enhance pupils' learning. Pupils receive good support and guidance. Links with parents and the community are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. Under the headteacher's determined leadership, the school is focused on raising standards and improving the provision for all pupils. All staff work together in pursuit of the school's priorities. Management is good. Teaching and learning are evaluated effectively. Though pupils' progress is well known to teachers and is recorded, their capacity for further improvement is not yet tracked coherently in all subjects. Governors undertake their role seriously. They are well informed and clearly understand how well the school is doing and what needs to be done to improve further. Governors usefully act as critical friends to the school and ask challenging questions in order to support further progress.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views about the school. They are very happy with the way the school is led. Pupils have very positive views and enjoy all that the school offers.

IMPROVEMENTS NEEDED

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

- Build on the good practices seen during the inspection to raise standards in mathematics.
- Improve the provision and level of challenge for higher-ability pupils.

Minor weakness

- Ensure that assessment practices including marking are fully developed in all subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Standards are average and achievement is satisfactory overall. Standards are below average in mathematics.

Main strengths and weaknesses

- Standards in Year 6 in mathematics are below average.
- Higher-ability pupils are not always challenged sufficiently.
- Pupils attain higher standards than expected in multi-media work involving text and graphics in ICT.
- Standards are above average in physical education, particularly in games.
- Pupils with special educational needs achieve well because of the school's good provision for them.

Commentary

1. Attainment on entry to the school is broadly in line with that expected nationally.

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

Standards in:	School results	National results
English	26.9 (26.2)	26.8 (27.0)
Mathematics	26.4 (25.6)	26.8 (26.7)
Science	28.9 (28.5)	28.6 (28.3)

There were 65 pupils in the year group. Figures in brackets are for the previous year.

2. Results of national tests at the end of Year 6 in English and science were in line with the averages of all schools and similar schools in 2003, but were below those averages for mathematics. The overall trend of improvement over the last five years is broadly in line with the nationally rising trend. The progress made between key stages (value added) for most pupils was well below that expected for all schools nationally and for similar schools. The proportion of pupils who achieved the higher levels (level 5) in mathematics and science was average but was below average in English. At the end of Year 6, there were no notable differences in the performances of boys and girls.
3. The school set realistic targets for raising achievement in 2003. The majority of pupils achieved at least what was expected of them; several exceeded their predicted targets in English and made good progress. Pupils fell short of their predicted targets in mathematics and in the higher levels for both English and mathematics. This difference reflects the significant staffing difficulties experienced by these pupils over recent years and the resulting gaps in their knowledge, skills and understanding. Consequently, pupils have not made the progress expected of them overall since joining the school in Year 3. The teachers in the current Year 6 are addressing this successfully. Current targets are appropriate and pupils are on course to reach them.
4. Standards seen in lessons and in sampling of pupils' work, at the end of Year 6, indicate that standards of current pupils are average in English, science and history but are below average in mathematics. Standards are average in information and communication technology overall, however, pupils achieve higher than expected standards in multimedia work involving text and graphics. In physical education, standards are above average, particularly in games, and pupils achieve above expected levels. Standards are in line with the locally agreed syllabus

for religious education at the end of Year 6. Sampling of other subjects indicates that pupils' standards are at least in line with expectations and achievement is appropriate for pupils of this age. The quality of art and design work on display is often of a high standard. Since the last inspection, results in national tests have fluctuated in English, mathematics and science. Standards in science and history have declined in comparison to the judgements made at the last inspection, otherwise broadly similar judgements are made about standards. Good teaching since the start of the year has enabled current Year 6 pupils to achieve well recently, but overall this achievement is satisfactory.

5. Boys and girls make progress at similar rates. The achievement of pupils with special educational needs is good because of the well focused and very effective support they receive. Pupils' progress and needs are monitored very closely to ensure that they receive the appropriate support. The caring attitudes and sensitive strategies employed ensure that pupils with behavioural problems make very good progress. Higher-ability pupils, are not always sufficiently challenged and therefore do not always make sufficient progress in line with their abilities. Gifted and talented pupils achieve appropriately because the planned extended learning opportunities provided challenge them. The school has no pupils with English as an additional language.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes towards school and behave well. Relationships within the school are very good. The school has a good focus on pupils' personal development and makes very good provision for them socially. Attendance and punctuality are good.

Main strengths and weaknesses

- The school helps pupils to develop socially very well and this results in very good relationships.
- Pupils behave well as a result of the school's very good efforts.
- Pupils are willing learners.
- Pupils recognise and applaud each other's successes.
- Attendance has improved significantly this school year.
- A very few pupils have problems arriving in time.

Commentary

6. Pupils are happy in school. They settle quickly on arrival, and know the routines of their classroom. They are willing workers, are compliant in lessons and able to work with a partner well, but they can lose concentration in over-long lessons. A Year 6 class rearranged their furniture quickly and efficiently, in silence, working together using sign language and eye contact. Good numbers of pupils take part in after-school clubs and activities.
7. Behaviour in lessons is good, and it is very good around the school, needing little supervision. In spite of severe windy weather, pupils played outside sensibly, making good use of the facilities available. Pupils are trusted to play in the classrooms at times, and they organise themselves without fuss. One pupil has been excluded during the past year. The school is good at working with pupils to improve their behaviour, and to help them to value themselves and others. Any issues of bullying that arise are quickly dealt with. No incidents of bullying were noted during the inspection.
8. Pupils have responsibilities through the house system, the school council, and class charity fund-raising. They are proud of the improvements made to the toilets and the playground, and treat both with respect. They are clear about right and wrong, and confident enough to resolve most playground disputes themselves, but know that adults would support them if asked. This good moral development is because expectations for conduct are made clear and there is an open and safe learning environment so they can express their views.

9. Two pupils told the whole school of the way they had faced and overcome fears of adventure activities whilst on the residential trip to the Isle of Wight. They were able to talk about their emotions, and pupils applauded their bravery and success. This shows satisfactory provision for pupils' spiritual development, an improvement since the previous inspection. Aspects of lesson planning also show that teachers are introducing time for thought and reflection.
10. Relationships between pupils and with all the adults in the school are very good. Pupils are out-going, polite and friendly. No anti-social behaviour of any kind was observed. Year 6 pupils have opportunities to plan, shop and cook a three-course lunch for two visitors. This was a most enjoyable experience for the invited inspector, a beautifully prepared meal, served well, with all four pupils playing their roles well, and holding conversations, which showed the pupils willing to consider new ideas. The school is very good at providing pupils with such opportunities to develop socially. It is good at helping them to develop self-esteem, and this is what gives them the confidence to initiate conversations.
11. The school makes satisfactory provision for its pupils' cultural development. In a largely mono-cultural area, topics, themed weeks and visits are used well to extend pupils' experiences of the cultural diversity of British society. They also take part in local events such as the carnival. Classes raise money for charities of their own choice.
12. Attendance is good this year, reversing a school trend that has seen a widening gap between school and national attendance levels. The school has worked hard to improve attendance levels and has agreed a common approach to absence with the local family of schools. The school is concerned about the number taking holidays during term time – about a third of pupils this year – but it is not yet using the full capability of its computers to look for links between such absence and the standards pupils are achieving. The amount of unauthorised absence remains in line with that of similar schools nationally. Almost all pupils arrive punctually for school in the morning, and the school is working well to support those who do not.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9%	School data	0.1%
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.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Any other ethnic group
Information not obtained
Total

No of pupils on roll
233
3
5
18
259

Exclusions in the last school year

Number of fixed period exclusions	Number of permanent exclusions
2	0
0	0
0	0
0	0
0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is satisfactory. Assessment is satisfactory. The school caters for pupils' with special educational needs very effectively. The well-maintained accommodation is good and the use of resources is good. The school ensures that pupils are well

cared for, and good partnerships with parents and the local community contribute to pupils' progress.

Teaching and learning

Teaching and learning are satisfactory overall with good elements seen during the inspection in all classes. After a period of considerable change, teaching is secure. Good teaching methods are used; as a result, pupils are interested and want to learn. The purposeful and stimulating learning environment motivates pupils.

Main strengths and weaknesses

- There is a good level of consistency in teaching and examples of good teaching are seen in each class.
- Teaching assistants are very well deployed and provide invaluable support for learning.
- Pupils with special educational needs are supported very well and as a result make good progress.
- Pupils concentrate well, and work well together and support one another. They are eager to answer questions and keen to be involved.
- Higher-ability pupils are not always consistently challenged.
- Assessment is not sufficiently developed and rigorous in all subjects.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	1 (4%)	14 (48%)	14 (48%)	0 (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.

- Teaching and learning are at least satisfactory with good elements seen during the inspection. As a result, pupils achieve appropriately. No unsatisfactory lessons were seen. In the last inspection teaching was described as good overall, for most subjects except for English and music, where it was satisfactory. Improvements are seen in teaching in English and music, and the issues that were raised at the time of the last inspection are fully addressed. Since the last inspection staff turnover has been a significant barrier to improvement. Teachers are now successfully addressing the gaps in pupils' previous knowledge, skills and understanding. However, there has been insufficient time as yet for this to have directly impacted on standards and pupils' progress over time.
- Throughout the school, the generic strengths of teaching are that teachers have secure subject knowledge and employ a good variety of effective teaching methods. They are increasingly good practitioners and plan together. Generally, lesson planning ensures that pupils are usually well supported. Teachers know the pupils well and encourage them to achieve their best. They make good use of resources. The use of interactive boards is having a positive impact on learning. As a result of high expectations and use of challenging questions, pupils achieve appropriately. Pupils with special educational needs make good progress towards their targets. Higher-ability pupils do not always benefit from greater and consistent challenge in all lessons. Pupils with behavioural difficulties make very good progress as a result of the good behavioural management methods and high expectations by teachers.
- Staff know the pupils well and encourage them to share their achievements. Teachers engage their interest and as a result pupils are used to working in a purposeful and productive environment. Occasionally, teacher explanations and or demonstrations are overlong and pupils lose concentration. This also limits the time for pupils to be engaged in active learning. Learning objectives are shared with pupils so that they are clear about the purpose of the

lesson. Starter activities are used well to capture pupils' interest and recapitulation consolidates new learning. Specific subject vocabulary is reinforced well. Relationships between teachers and between pupils are very good. Classroom organisation is good. Homework is used appropriately to consolidate learning. Links between subjects are effectively planned and enhance learning.

16. Teachers and teaching assistants have a very good understanding of the needs of pupils with special educational needs. Work is well matched to their needs and pupils are fully involved in all class activities. Teaching assistants are knowledgeable and highly skilled in their work. Their very high quality ensures that pupils with special educational needs make good, and sometimes very good progress. The targets written for pupils with special educational needs are very good. They are carefully written to reflect pupils' needs and regularly reviewed and adapted to match their progress. Targets are written in short clear steps that parents and pupils can understand. Pupils are fully involved and make their own contributions to their targets. As a result, they have a good understanding of what they need to do to improve.
17. Pupils are well motivated, eager and enjoy learning, particularly when they are challenged. They are confident and keen to express their views. Occasionally their ability to express views is restricted by a limited range of vocabulary but they happily share their opinions. Pupils readily access resources for themselves and enjoy undertaking research; they particularly enjoy using the computers and interactive boards. Presentation of work is not always good and the school is aware that pupils need to be constantly reminded about the importance of neatly recorded work.
18. Assessment and marking of work is recognised by the school as a planned priority for further development. Good practices are seen particularly in English where assessment tracks pupils' progress and leads to effective target setting. Effective assessment practices are not consistently applied in all subjects. In most subjects, teachers monitor pupils' progress and use this to set targets for individuals, groups and classes. Some teachers' plans provide assessment opportunities and on occasion the successful impact of this was noted during the inspection. Teachers are currently building on their understanding of what is required to achieve a given level and are in the process of applying greater rigour and expectation to the achievement of higher-ability pupils. Some marking is very thorough and aims to develop pupils' understanding of how they can improve but this is not consistent throughout the school. In mathematics, history and religious education the quality and regularity of marking of work are variable. Pupils are not always clear enough about what they need to do to improve. Teachers are exploring ways in which pupils can be more involved in the assessment of their own work.

The curriculum

The curriculum is good and legal requirements are met. Accommodation, resources and staffing are good overall. Opportunities for enrichment activities are very good overall.

Main strengths and weaknesses

- The provision for pupils with special educational needs is very good.
- Support for learning outside the school day is very good.
- Participation in sporting events is very good.
- The accommodation and resources are good.
- Preparation for the next stage of learning is good.
- Provision for higher-ability pupils is under developed.

Commentary

19. The curriculum includes satisfactory provision for personal, social and health education including sex education and education about drugs misuse. Provision for pupils with special educational needs is very good. Teachers and teaching assistants give them very good support in their lessons. The school strives to be fully inclusive, so when pupils with special educational needs work in small groups outside the classroom they carry out the same work as other pupils and have equal access to the whole curriculum. However, the curriculum provided for higher-ability pupils is not always equally well matched to their needs. Boys and girls have the same opportunities.
20. All subjects of the National Curriculum are taught. Teachers plan work thoroughly to fulfil all the statutory requirements as well as making it relevant to the interests and needs of their pupils. The curriculum is regularly reviewed to ensure that it makes a positive contribution to pupils' learning and achievement. Each subject is carefully planned to develop pupils' skills, knowledge and understanding as they progress through the school. Where pupils of the same age work in different classes, their teachers plan work together to make sure that all receive the same appropriate lessons. Whenever possible, advantage is taken of topics that span more than one subject to develop cross-curricular work. For example, history spreadsheets that use pupils' literacy skills are produced in information and communication technology lessons.
21. Very good opportunities are provided for extra-curricular activities. Parents and pupils appreciate the wide variety of clubs, which are popular and well attended. There are very good links with the local secondary school. As a result, there is a very good range of sports activities with a high level of participation in a variety of local competitions and tournaments, such as basketball. A very good range of visits and visitors enliven and enrich the curriculum. For example, a visiting artist supported work during an arts week, and a visit to Chichester Harbour enthused pupils about their work in science. Pupils perform in concerts and all are involved in the school plays that make a valuable contribution to their personal development as well as developing skills in drama and literacy. Older pupils have the opportunity to go on residential visits to activity centres that develops interpersonal skills and boosts their self-esteem and confidence. A shared science topic provides very good liaison with the local secondary school to prepare pupils for the next stage of learning. A similar topic is planned with the nearby infant school to help the younger pupils when they transfer.
22. The quality of the accommodation is good; it is very well maintained and is used well. Good quality displays further enhance the learning environment. Resources are accessible and are good.

Care, guidance and support

The school makes good provision for pupils' care, welfare, health and safety. Pupils have satisfactory guidance to improve their work through group targets. Pupils' involvement in all aspects of the school is good. They are proud of their involvement in improvements around the school. There are good arrangements made when pupils start school.

Main strengths and weaknesses

- Good provision for pupils' care, welfare, health and safety.
- Pupils are well known by all the adults in the school.
- Induction is good.
- Pupils are increasingly involved in decision-making through the school council.

Commentary

23. The school provides its pupils with a safe environment in which they can grow and mature. All staff play an active part in the pastoral care and well-being of the pupils. Their all-round development is a school priority; adults are good role models in the way they listen and deal with pupils in a calm manner. Pupils and their personal circumstances are well known by all the adults in the school, and there is a good level of care. Pupils say they are confident in their teachers, and most could find an adult to talk to about any concerns. Governors are actively involved in matters of health and safety, and there is a good awareness of child protection issues. These judgements are similar to those at the previous inspection.
24. Parents agree that good arrangements are made for their children when they start school. Those who join later receive appropriate support.
25. Teachers know their pupils well, as indicated by their comments on pupils' annual reports. They help pupils to improve their work by providing targets for working groups. Assessment information, including personal specific targets depending on individual need, is used to raise standards of work. The school is aware that is an area for further development to ensure consistency in all subject areas.
26. The school council is becoming increasingly effective in improving the school building and grounds, and pupils take pride in their re-painted toilets and mirrors. Pupil's views are valued.

Partnership with parents, other schools and the community

Links with parents are good. Information provided for them is satisfactory. Parents are supportive of the school, and have confidence in its work. The school is actively involved in its community and uses the resources of a local specialist school well. Similar judgements were made at the previous inspection.

Main strengths and weaknesses

- Relationships between school and parents are good.
- The school is beginning to consult parents.
- There are good links with the local community.
- There are strong links with the local family of schools.

Commentary

27. One hundred per cent of parents in the parental returns said their children enjoyed school. Parents are confident that their children are happy in the school, and they value its work and the wide range of activities provided outside lessons. They find all the staff approachable, and have confidence in the headteacher's ability to resolve any problems.
28. The school provides parents with a lot of information, including a useful half-termly newsletter. The web site has standard documents, but is not yet an up-to-date help for parents. Plans for workshops and half-termly information, which tells them what their children will be learning, are appropriate because they will involve parents more in helping to raise standards. How pupils are getting on in relation to expectations for their age group or ability is not always clearly stated in end-of-year reports. The reports do tell parents what their child knows, understands and can do, and how they are settling socially, and give good targets for improvement. As yet parents and pupils are not fully involved in raising standards.
29. The school has begun to involve parents more by asking for their opinions on healthy eating and modes of travel to school. This extends their involvement beyond fund-raising and events and activities. The school plays an active role within the local community, for example with the

East Preston Festival, providing a festival prince and princess and hosting the closing event, the village fete.

30. The school makes good use of its nearby specialist sports college to extend and improve pupils' sporting skills, and for science for higher-ability pupils. The common approach on attendance taken by the local family of schools and the school's hard work has led to a significant improvement this school year. There are good curriculum links in science with both the infant and secondary schools, which help pupils as they transfer. Pupils say that they feel well prepared for secondary school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school by the headteacher and key staff are good, ensuring that the school's aims are translated well into practice. Governance is good.

Main strengths and weaknesses

- There have been very considerable changes at leadership and management level since the school was last inspected.
- The effective management of the headteacher has led to a cohesive and very effective team of staff.
- The co-ordinators are accountable and as a result, important improvements have been made and pupils' progress and attainment in many subjects are already improving.
- The school's commitment to inclusion and promotion of equality and concerns for the needs of individuals are very good.
- Financial management and day-to-day administration are good.

Commentary

31. Governance is good. The governing body has many members who have considerable expertise and experience, and readily offer their support. Governors are linked to classes and make regular and informal visits; some are more actively involved in helping the school. They are well informed about the school's strengths and weaknesses and about the challenges that lie ahead. They act as critical friends and play a key role in guiding the school's future development. Currently, governors are developing the role of governor monitoring through formal visits and observations. Appropriate committees run effectively. With the headteacher and staff, they share the focus on raising standards and improving the quality of provision.
32. Since the last inspection, a new headteacher and deputy headteacher have been appointed and over half of the teaching staff has changed. The school has faced a significant period of difficulty due to the need to retain and recruit staff. This, in itself, is a significant barrier to improvement, and has undoubtedly affected the rate of progress with which the school has progressed. It is only now that staffing is secure. Despite this, the headteacher leads the school forward with a strong sense of direction and a clear determination for improvement. He is providing good leadership and he has the full confidence of the governing body, staff, parents and pupils. He has created a very effective team, committed to building on existing strengths, and improving standards and the quality of provision. The headteacher and deputy headteacher have established a strong and mutually supportive team ethos. The deputy headteacher is effective and includes in her responsibilities, assessment development and the induction of new teachers. Governors and staff have a shared view of where they want the school to go and staff have the capacity to realise their intentions.
33. Relationships are characterised by mutual respect. School development has been steady, reflecting the staffing difficulties and uncertainties. The priorities for development are well chosen, such as raising achievement, ensuring consistency in teaching and learning styles, building on staff development and improving curriculum provision. Satisfactory improvement

has been made and the school continues to improve and has many strengths. All staff work together to share expertise and teamwork encouraged by the headteacher.

34. Leadership of subject areas is good overall. Co-ordinators monitor teachers' planning and pupils' work. They have carried out an audit of provision in their subject and developed action plans to move forward. These were factors that had to be curtailed during the period of staffing turbulence where, rightly, the focus was on ensuring consistency in whole school policies, practices, procedures and staff development.
35. The co-ordinator for special educational needs is very experienced; she has a high level of expertise and carries out her role very efficiently. She has established very well organised procedures, which ensure the early identification of and provision for pupils with special educational needs. As a result, other staff are able to work efficiently with these pupils and they make good progress. The good training for teaching assistants ensures their continued high quality. The governor for special educational needs is also very experienced and well qualified. This enables her to fulfil her role in supporting and developing special educational needs in the school very well.
36. Management is good. The school is organised efficiently and good systems are in place. Staff are clear about their roles and responsibilities and all staff are very well supported in their professional development. Key staff are trained to mentor and support teachers who are newly qualified, and students. This has led to the effective development of new staff in school. Performance management is well established. Target setting and the monitoring of achievement by the headteacher are good especially in English, and are developing satisfactorily in other subjects. Effective policies are in place and are consistently applied. Good procedures and processes are kept under regular review. The school is keen to use initiatives, such as 'The Children's Fund' and work with the local family of schools. It is closely involved in a local Teacher Training Partnership and a nearby specialist school.
37. Financial control and administration are most efficient. The school has good procedures and systems in place and monitors and controls the budget effectively. The school development plan clearly identifies necessary priorities and has earmarked funding for specific developments, such as reading resources and building developments. Principles of best value are understood and funding is allocated to educational priorities, an example, being the purchase of interactive boards. The cost per pupil is average. Overall the school provides satisfactory value for money because it offers pupils good support and guidance and a satisfactory education and, as a result, they achieve as well as other pupils in similar schools.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	656,247
Total expenditure	664,794
Expenditure per pupil	2,567

Balances (£)	
Balance from previous year	96,694
Balance carried forward to the next	102,428

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Planning is clear, precise and well focused.
- The use of teaching assistants is very good.
- Not all marking supports development and improvement of pupils' skills.
- Presentation of work is not always good.

Commentary

38. Standards in English are average throughout the school. Standards of listening are above average but speaking and spelling are average. This is something that the school has identified in the school improvement plan and is beginning to address. Standards in reading and writing are also average, although pupils' reading showed signs of good capacity to develop. Pupils of all abilities achieve well, especially those with special educational needs. The school's use of very competent teaching assistants effectively supports this progress. The tasks provided are well matched to their individual needs. Higher-ability pupils are catered for, but provision for higher-ability pupils' needs is under developed.
39. By the end of Year 6, pupils write with clear structure, sustain ideas and organise writing dependant upon the audience. Pupils write imaginatively and in a lively and thoughtful way. For example, the 'Ice Palace' writing showed the ability to employ interesting language. The quality of pupils' writing is enhanced by the ability to identify and use adjectives, transform verbs through changing tenses and by the use of powerful verbs. Pupils in Year 6 were observed improving a piece of writing using powerful verbs. Pupils listen attentively and are confident in class discussions. They talk enthusiastically about reading and favourite authors. They are encouraged to read at home. Pupils understand the main events, themes and characters and have the opportunity to read a variety of texts.
40. The quality of the teaching and learning is good overall. Learning is most effective where teachers' planning carefully targets what pupils need to learn. Teachers make good use of a variety of teaching methods, have high expectations and use challenging questions. This makes for effective learning. However, the good teaching is yet to have an impact on the end of Key Stage 2 tests. Some marking aims to develop pupils' understanding of how they can improve but this is not consistent throughout the school. Presentation of work is also variable in quality. The school is aware that pupils need to be constantly reminded about how to achieve, and the importance of neatly recorded work.
41. There is a good range of fiction and non-fiction in the library. Classroom book areas also provide a range of texts that pupils enjoy. The location of the library does not encourage quiet reading because it is at the entrance of the school and at a cross section of corridors.
42. The leadership and management of English are good. The co-ordinator knows the subject's strengths and the areas that need to be developed. She has delivered training on guided reading and has developed the skills of the teaching assistants. Assessment tracks pupils' progress and leads to effective target setting. Improvement since the last inspection is satisfactory.

Language and Literacy across the curriculum

43. Pupils develop their speaking and listening appropriately overall, reading and writing skills across a range of subjects. For example, vocabulary development is evident in geography, science, art and design and music. In geography, pupils use words such as 'confluence' and 'tributaries' well. Pupils use this vocabulary in the correct context and in the course of discussions. Pupils in Year 6 have the opportunity to sharpen extended writing skills using ICT, and in history good links were made with World War Two.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 are below average; progress has been hampered by frequent staff changes in the past.
- Teaching is good now that staffing is more stable.
- Subject organisation and management are good.

Commentary

44. Frequent staff changes in previous years have seriously disrupted the progress of current Year 6 classes. This led to gaps in pupils' knowledge at the start of the current school year. Good teaching since then has enabled pupils to achieve well recently, although standards overall are below average. There has been insufficient time to address fully weaknesses in knowledge and understanding; consequently pupils have not made the progress expected of them overall since joining the school in Year 3. Because of the difficult circumstances, a significant proportion of pupils, most notably the higher-ability pupils, are underachieving in the longer term. The number of pupils expected to reach level 5, that is above the standard expected for Year 6 pupils, in recent tests is much smaller than would be expected in schools generally.
45. The teaching of problem solving, reported as a weakness at the last inspection, has improved. Standards are rising as a result. Good explanations and lively class discussion, including good use of a computer program and the new 'smart board', drew ideas from pupils well in finding rules to describe various number patterns. However, in later work the achievement of many pupils was affected by calculating errors caused by inaccurate mental recall of basic facts. Inspection of pupils' exercise books shows that this also affects long-term progress and is a significant factor in pupils not reaching average standards. Teachers set challenging work that often requires pupils to use their initiative. For example, given a 'golden' pear, apple or carrot, pupils were required to design a container that would hold it securely. The work drew well on pupils' understanding of two and three-dimensional shapes such as triangular prisms and pyramids, and required accurate measurement. By the end of the lesson, most pupils had made good progress, although some lower-attaining pupils remained unsure how to draw the net of a cube on card. Pupils' positive attitudes contribute much to the quality of learning. Class relationships are good. Pupils work well when not directly supervised, and because they behave well the teacher is free to direct attention to those who need additional support. This in turn allows lessons to move on briskly and purposefully. Teaching assistants support pupils with special educational needs effectively. They know pupils well, and close support ensures that they participate fully in lessons and progress equally well as others in the class. Occasionally, pupils achieve less well than they might in lessons because explanations overrun and some pupils lose concentration. This leaves insufficient time to complete planned work.
46. Subject management is good. Monitoring teaching and sampling pupils' work has led to a clear view of the impact of staffing instability since the last inspection and what needs to be improved. Work on improving mental mathematics is already underway. Teachers keep good

records of pupils' progress, but not all pupils are clear enough about what they need to do to improve.

47. The school has taken good action to address weaknesses identified at the last inspection although staff turnover has hampered its efforts. Standards have not risen as they should, but there is a clear vision for the future and the school is well placed to move forward.

Mathematics across the curriculum

48. Overall, pupils' use of mathematics skills in other subjects is satisfactory. For example, they draw graphs of shadow lengths and other experimental data in science, they interpret climate graphs when comparing Britain with other places around the world and they time running and measure distances in physical education lessons.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- Pupils' attitudes and behaviour in lessons is good.
- Higher-ability pupils are not challenged sufficiently.

Commentary

49. Standards in science are average but have declined since the last inspection report from above average to average. This is reflected by trends in test results, which have varied with different groups of pupils. Results in the 2003 national tests show an improvement on those of the previous year. In the recent past, there has been a great deal of change in teaching staff which has had an impact on the curriculum delivered to the pupils and been a barrier to their attainment. Throughout the school, pupils with special educational needs are very well supported by teachers and teaching assistants. As a result, they make good progress and achieve well in line with their abilities. Although the school makes provision for higher-ability pupils, they are not always sufficiently challenged and therefore do not always make sufficient progress in line with their abilities. All pupils are fully included in lessons and there is no significant difference in the attainment of boys and girls. Pupils of all abilities achieve appropriately overall. Higher-ability pupils are catered for but provision for higher-ability pupils' needs is under developed.
50. The school uses the guidance provided by the Qualifications and Curriculum Guidance Authority as a basis for the work planned in science. This ensures a very thorough coverage of all the required areas of the science curriculum. As a result, pupils' knowledge and understanding of the topics covered in science has a firm base. Satisfactory emphasis is placed on pupils' discussing their work and carrying out experiments. The school is currently giving priority to the development of scientific vocabulary. Although teachers constantly reinforce and praise the use of more scientific vocabulary, this is still at an early stage and many pupils find it difficult to express themselves clearly. Good use is made of numeracy skills when pupils measure with increasing accuracy and draw a variety of graphs to accompany experiments. Good use is also made of information and communication technology when pupils use sensors to measure and record the temperature of potatoes. Teachers use a satisfactory blend of direct teaching and investigations. This is having a positive impact on pupils' understanding of the need to predict what might happen, and the importance of fair testing in experiments. Many older pupils have a good awareness of the importance of considering variables in experiments. When focused on a joint bridging project with the local secondary school the teachers' demonstrations of experiments inadvertently limited the amount of investigation carried out by pupils who tended to reproduce and record the same

experiment. This limited the amount of creative scientific exploration carried out by pupils, especially the more able.

51. Pupils' attitudes towards science are very good. They enjoy their work, are enthusiastic and sometimes get quite excited about it, for example when finding how temperature affects the gas in fizzy drinks. They work very well together, sharing ideas and resources very well.
52. Teaching in science is satisfactory. Teachers have a sound knowledge and understanding of the subject and explain the topics clearly so that pupils can understand. Work in science books is correct although not always well presented. There are some inconsistencies in the marking of pupils' work. The best is well marked with evaluative comments and queries giving both teacher and pupils a good understanding of what has been achieved. However, some marking is rather cursory and gives little indication of what pupils need to do to improve. Assessment procedures are satisfactory but do not always include targets for achievement. Leadership and management of science are satisfactory. The science co-ordinator is knowledgeable, very enthusiastic and keen to maintain the drive for higher standards in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Subject leadership and management are good.
- Pupils attain higher standards than expected in multimedia work involving text and graphics.
- ICT is taught well, often in association with other subjects.

Commentary

53. Good subject management has enabled the school to maintain a well-balanced teaching programme despite the interruptions brought about by the recent staff changes. Satisfactory standards have been maintained. Judgements about standards are broadly similar to those reported in the last inspection and pupils achieve satisfactorily. Some prominence is given to multimedia work in text, graphics and sound. Pupils achieve well in this aspect of ICT. For example, they design interactive stories for pupils at the neighbouring infant school or prepare multimedia introductions to their own school. Many pupils adapt the text well for younger children and make good use of presentation effects to improve the quality of their work. Pupils have a sound grasp of data handling, computer modelling and control. For example, they set up spreadsheets to explore budgeting for a party and they write sequences of instructions to operate a traffic-light-controlled pedestrian crossing.
54. The overall quality of teaching and learning is satisfactory with good elements seen during the inspection. Teachers explain work well so that pupils are clear what they have to do. Work is well planned, interesting and demanding, and consequently pupils work hard. Pupils work well together and use their initiative, for example in assembling an East Preston 'fact sheet' covering aspects such as the beach, local sporting facilities and 'people who help us'. Once completed the fact sheets are to be exchanged by electronic mail with others from a partner school in the Lake District so that pupils can compare the two localities. Teachers make good arrangements to support pupils with special educational needs and consequently they achieve equally well as others. Teachers question pupils effectively, for instance helping them to work out for themselves how to correct their program to control a flashing light that does not work, as it should. Occasionally teachers could expect more from higher-ability pupils. For example, pupils commented appropriately on features such as the use of pictures and the writing style when evaluating completed multimedia presentations. However, teaching could have developed the higher-ability pupil's critical skills more, for instance considering how consistent use of special features and page design are helpful when viewing the presentation and moving

from slide to slide. This would help them to achieve high standards when they begin their own work.

55. The subject is well led. Now that staffing has become more secure, plans are in place to develop further cross-curricular approaches to teaching, to refine assessment practices and to raise teachers' expectations for higher-ability pupils. The school is well placed to move forward.

Information and communication technology across the curriculum

56. Pupils use their ICT skills well to support learning in other subjects. Computer paintings in the pointillist style of the artist Seurat, a mathematics spreadsheet investigation to explore how to make the largest rectangle for a given perimeter, and science posters on the solar system, are as expected. Content is often researched on the Internet, transferred to pupils' work and then edited so that it is written in their own words. Year 5 and 6 pupils produced high quality newspapers from real news gathered on the day in the annual 'Times Newspaper Day' event. Teachers are making increasingly good use, as their expertise improves, of the new 'smart boards' in teaching across the curriculum; for example using interactive teaching programs in mathematics, or presenting slideshows of photographs to stimulate discussion about how rivers develop in geography.

HUMANITIES

Judgements for geography and history are based on work sampling and other evidence available. One lesson was observed in geography and in history. Two lessons were observed in religious education. The scrutiny of work and evidence of teachers' planning and discussions with pupils also support the judgements that follow.

Geography

57. A small amount of pupils' work was examined in geography, one lesson was observed and a short discussion was held with a group of Year 6 pupils. Standards meet national expectations and pupils' achievement is satisfactory in the limited evidence seen. Year 3 pupils describe physical and human features of East Preston and the area around school, for example drawing maps to show important features such as tourist facilities and residential areas. Older pupils compare life in a poor part of Kenya with their own lives appropriately. They know from rainfall and temperature graphs how the basic climate is different. They have an appropriate developing understanding of village life and how it is typically reliant on subsistence farming, for instance based on tea, fruit and vegetables. Year 6 pupils have recently started work on a 'Rivers' topic. Progress so far is satisfactory. Pupils use Ordnance Survey maps well to trace the River Arun from source to sea. They accurately locate places using six figure grid references and use the map key to identify features such as a nearby windmill. In the lesson seen, the teacher used photographs of the river well to draw out pupils' ideas about how it changes from a narrow stream at its source to a broader, meandering river in its later stages. Pupils and the teacher used terms such as 'tributary' and 'confluence' appropriately in good explanations. Most pupils achieved well. However, more could have been demanded from higher-ability pupils, for example using the map to explain how features such as meanders are related to the local landscape.

History

The provision for history is **satisfactory**.

Main strengths and weaknesses

- Some teaching is very good.
- The pupils are keen and interested.

Commentary

58. Standards in history meet expectations. This represents a decline since the last inspection report following a period of change in staffing which has had an impact on the delivery of the curriculum, and therefore on pupils' achievements. Pupils with special educational needs make sound progress in line with their abilities. Pupils have a very good attitude towards their work. Younger pupils excitedly imagine what it is like to be an archaeologist finding artefacts. Older pupils develop appropriate historical skills when they engage in role-play and discussion about conditions and events that happened locally. The interest in this lesson was so great that the pupils did not want it to end. Insufficient lessons were observed to make a sound judgement about the quality of teaching, but where very good imaginative teaching brings historical events alive for the pupils, their learning and achievement in lessons is very good. However, a scrutiny of pupils' books shows some variations in the depth and quality of work in history. Pupils carry out independent research using non-fiction books or the Internet, for, example, when developing fact sheets and topic books about the Ancient Egyptians, Aztecs and Greeks. Sound use is made of information and communication technology and literacy skills when pupils produce spread sheets about ancient civilisations. Good use is made of topic recording sheets to record pupils' and teachers' comments about items of work, but more formal assessment and recording of pupils' progress in gaining skills, knowledge and understanding in history are under developed. The curriculum planning for history is thorough and ensures that all the statutory requirements are met. Resources are adequate.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The co-ordinator is knowledgeable and enthusiastic as a result, pupils are interested.
- Pupils do not always have the vocabulary to discuss religious ideas fluently.
- Pupils' written work is not always well presented.
- Marking is often cursory and does not help pupils know how to improve their work.
- Pupils' attitudes towards their work are good.

Commentary

59. Standards meet those expected for the locally agreed syllabus and achievement is satisfactory. Boys and girls of all abilities are fully included in lessons and make reasonable progress. The school follows the locally agreed syllabus which the co-ordinator has adapted in medium term plans to give sound guidance and support to the other teachers and to meet the needs of the pupils.
60. Teaching is satisfactory. Most teachers have a sound knowledge of the subject, which enables them to tell stories accurately. However, there is sometimes a need for teachers to avoid possible misunderstandings when making creditable efforts to make stories relevant to pupils, for example, when trying to explain attitudes towards Levites and Samaritans in the story of the Good Samaritan. Pupils remember main features of stories from religions such as the story of Diwali. They listen carefully and re enact stories but show little understanding of what the stories mean to believers or what it means to be a believer.
61. Pupils' attitudes towards their work are good. They show great interest in their lessons and are keen to work and share ideas with one another. However, they do not always have the vocabulary to discuss religious ideas fluently. Pupils' written work is not always well presented. Marking is often cursory and does not help pupils know how to improve their work. Although the school has a policy to link spiritual development with religious education, collective worship and subjects such as art and design and science, there is insufficient

evidence of it being carried out in practice. Insufficient use is made of visits and visitors from all faith groups to bring the subject alive for pupils. There is a sound range of books and artefacts to support the planned work but they are not used uniformly to support work in topics. For example, one class studying Hinduism had a large colourful display of books and artefacts while the other class had none. The co-ordinator is knowledgeable and enthusiastic with a clear idea of how religious education can be developed in the school. Leadership and management are satisfactory overall, and improvement since the last inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In creative, aesthetic, practical and physical subjects, work was sampled in art and design, design and technology, and physical education. One lesson was seen in art and design and in music and two in physical education. The scrutiny of work and evidence of teachers' planning support the judgements that follow.

Art and design

62. Work was sampled and one lesson was seen. There is every indication that standards at least meet expectations, and achievement is at least satisfactory throughout the school. Art and design has a high profile in the school. Work is well displayed and, especially three-dimensional work, is often of a high quality, reflecting at least secure teaching and learning. This broadly reflects the judgement made about standards at the time of the last inspection. Pupils in Year 3 learn how to explore ideas and record from first hand observation. They investigate the textural properties of clay and how to make small thumb pots informed by their research and an archaeological dig of pottery findings from the Bronze Age. As a result, they begin to understand the role and purpose of craftspeople. They refine their making skills and decorative techniques well. Work sampled and on display reflects the rich and varied art curriculum offered, including Arts Week. Year 4 pupils explore intricate repeat patterns carefully when studying designs from a different culture, such as Kenya, in preparation for making a class tapestry hanging. Pupils make interesting and good quality small-scale wire and plaster sculptures depicting symbols observed on their journey to school. Year 5 pupils make musical instruments and draw creative mythical beasts and imaginary castles. Year 6 pupils sketch and make excellent small figurative models, inspired by the drawings of Henry Moore of figures sheltering in the London Underground. There are some excellent displays depicting thorough research and work undertaken during the recent Arts Week focus on Carnival. In the foyer, for example is a large-scale replica of a gondola and masks inspired by the Venetian Festival. Elsewhere there are displays of imaginary and mythical beasts and masks from Rio de Janeiro. Sketchbooks are used well to record and investigate ideas and explore media. Pupils are aware of art and artists from different periods and cultures ranging from the Impressionist to Pointillists and contemporary artists and art from South America, Africa and Europe.

Design and technology

63. No lessons or examples of pupils' finished work were seen. Design books and a portfolio of work including photographic evidence indicates that standards are in line with those expected for pupils of the same age throughout the school and that pupils achieve satisfactorily. Performance is similar to that at the last inspection. Design drawings show clearly what pupils intend to make. They list the materials required and how they are to be used, for example in making a money wallet or a Tudor lantern. Some designs show appropriate dimensions, but this is not a strong feature of design work generally. Pupils evaluate work and suggest improvements, such as 'don't use so much sellotape because the paint peels off' in Year 3 work on making 'monsters' with pneumatically controlled moving parts. Older pupils are beginning to understand how to use a design brief. They know that products must be made to satisfy particular criteria, for instance when designing a camouflaged deer observation hide using natural materials. Pupils experience a satisfactory range of learning experiences, including opportunities to work with food. Year 5 pupils, for example, conduct tasting

experiments before designing and making pizzas. Photographs of finished work indicate that pupils acquire sound making skills. At all ages, work is robustly assembled and attractively finished.

Music

64. Work was sampled; one lesson, singing in assembly and a hymn practice were observed. Evidence indicates that standards meet expectations and achievement is satisfactory. The concerns raised in the last report are fully addressed. There is evidence to show that older pupils have satisfactory skills to produce controlled sound for the expressive use of musical elements within their composition. Singing in assembly and hymn practice is at least satisfactory and is enjoyed by all those participating. Pupils sing familiar songs in unison in assembly using their voices and bodies to create music and increase their repertoire of new and familiar songs.
65. Insufficient lessons were observed to make an overall judgement about teaching and learning. In the one lesson observed, teaching and learning was judged to be good and provision satisfactory.
66. In the Year 4 lesson observed, pupils explored musical signals. They identified how signals are used to control volume. Based on previous learning about Samba they successfully followed the teacher's instruction and repeated musical phrases playing drums with increasing control and built on their previous experience well. They controlled the sound from the drums, played in time with the beat and followed the sound signals successfully. By the end of the lesson, as a result of the secure musical knowledge and understanding of the teacher, pupils could count the beat, copy a rhythmic pattern and follow and lead musical signals accurately. Pupils listened and followed instructions carefully.
67. Work sampling shows that pupils understand call and response exercises. They use technical vocabulary with accuracy, for example, when explaining dynamics and tempo and indicate an awareness of world music and music from different periods. Pupils build on their previous experience well. They listen to a range of music from Holst to Enya. They recognise the expressive use of musical elements, mood and musical structures. In their evaluations, they show understanding of different musical influences, recognise instruments played and develop their own compositional skills, for example, when creating a multi-layered track for a dance sequence. Music is very popular amongst the pupils and there are several extra-curricular clubs. The school has a choir and takes part in local musical festivals and events.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching is good.
- Resources are well used.
- Assessment is developing well.
- The outdoor and adventurous activities programme is not sufficiently developed.

Commentary

68. Standards in physical education are above expectations and are particularly good in games where there is confidence and accuracy in learnt techniques. Pupils make good progress and achieve well. Good resources are used to promote the subject across the school and in all year groups. Lessons are well structured and show an enthusiasm for the subject. Pupils benefit from specialist teaching that provides the school with very good training and learning

opportunities for pupils. The school provides a good amount of time for the subject, with all areas of the National Curriculum being covered.

69. By the end of Year 6, pupils improve and refine throwing techniques, implement effective running skills and use knowledge of strategy and tactics in a variety of games. Pupils assess their own and others' performance, recording their distances and times using a word process record sheet. Insufficient emphasis is placed on pupils analysing each others' actions. Pupils in all year groups have swimming lessons and achieve expected standards for their age.
70. The quality of teaching is good. Teachers begin lessons with lively and energetic warm ups and links are made to previous science lessons regarding heart rate increase. Skill development is effective through well-planned and interesting activities that are well organised. Lessons seen formed part of a good programme of learning opportunities. Teachers are skilled at linking new and previously learnt methods and techniques.
66. The leadership and management of the subject are good. The enthusiastic co-ordinator has fostered positive links with the specialist teachers from a local college and this benefits the school greatly. He has rightly planned the development of the outdoor and adventurous activity programme. The school provides a good range of extra curricular clubs that are well attended.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, social and health and citizenship education (PSHCE)

71. Inspectors observed one PSHCE lesson and interviewed pupils about their involvement in the school council. There was insufficient evidence during the inspection to form a secure judgement about pupils' standards, their achievements or the quality of teaching and learning. Evidence from pupils' work, teachers' planning and discussions with pupils suggests that provision is at least satisfactory.
72. In the lesson observed, pupils focused on differences, recognising that these do not necessarily mean better or worse characteristics, as part of a unit on raising self-esteem. Pupils recorded five positive attributes and, after some in-depth discussion, resolved that we are all as good as each other. All staff work hard to ensure that pupils develop the appropriate attitudes, values and personal qualities. A range of planned topics and themes are explored and discussed. Younger pupils learn about issues such as feelings, relationships, health awareness and working together. Older pupils explore issues through drama, they learn about puberty, hygiene, drug misuse, and keeping healthy and taking responsibility. Circle time, the citizenship curriculum and the more able pupil groups all contribute positively to the awareness of each other's values and beliefs. The variety of activities organised both within and outside the curriculum, such as the play trail, enhance pupils' learning and enjoyment. Circle time is used well to enable pupils to have empathy for one another and to improve their self-confidence and self-esteem. Visitors and members of the local community are invited to lunch, and are looked after and entertained by Year 6 pupils who delegate their responsibilities and look after their guests, developing their social skills well.
73. Pupils have responsibilities through the house system and school council, and charity fund-raising. The school council has an increasing role in the development of the school and pupils' views are sought and acted upon in terms of improvements. Two resulting improvements were the refurbishment of the toilets and playground. There are plans for the pupil voice to have a greater ownership of learning. The school works appropriately to develop pupils' awareness and appreciation of their own and others' cultural traditions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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