

INSPECTION REPORT

HALSFORD PARK PRIMARY SCHOOL

East Grinstead

LEA area: West Sussex

Unique reference number: 125937

Headteacher: Mr. M. Coward

Lead inspector: Marianne Harris

Dates of inspection: 17th to 19th May 2004

Inspection number: 256319

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Community |
| School category: | Primary |
| Age range of pupils: | 4-11 |
| Gender of pupils: | Mixed |
| Number on roll: | 404 |
| School address: | Manor Road East Grinstead West Sussex |
| Postcode: | RH19 1LR |
| Telephone number: | 01342 324643 |
| Fax number: | 01324 300680 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mrs. Irene Cowden |
| Date of previous inspection: | 6 th July 1998 |

CHARACTERISTICS OF THE SCHOOL

Halsford Park is a large primary school in East Grinstead. It gained Investor in People status in 2002 and a Schools Achievement Award in 2003 for improved results. Most of the pupils have a white British heritage and come from the local, generally advantaged, community. When they join the school they have above average attainment. The proportion of pupils whose home language is known not to be English is a little above average, although none are at an early stage of learning English. The proportion of pupils who are eligible for free school meals is low and the proportion who have special educational needs, including those with a statement of special educational need, is below average. These needs are mainly for moderate learning difficulties. The percentage of pupils who move to another school, or join Halsford Park, part-way through their education is average.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------------|----------------|---|
| 23288 | Marianne Harris | Lead inspector | Foundation Stage, Special educational needs, Music |
| 1165 | Peter Dannheisser | Lay inspector | |
| 27225 | Anna Sketchley | Team inspector | English, Art and Design, Design and Technology |
| 12367 | Tony Green | Team inspector | Mathematics, Information and Communication Technology, Religious Education, Physical Education, Personal, Social and Health Education |
| 30244 | Roger Tapley | Team inspector | English as an additional language, Science, Geography, History |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Halsford Park is a **very effective** school that provides a very good education for the pupils. Standards are well above average overall and pupils achieve very well. Teaching and learning are very good and the school is very well led and managed. Pupils are very enthusiastic about learning and parents support the work of the school well. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Standards are high in most subjects and all pupils achieve very well.
- Leadership and management are very effective and this has resulted in key staff leading their subjects very well.
- Teaching and learning are very good, consequently pupils are extremely enthusiastic about school and behave very well.
- Provision for pupils with special educational needs is very good and all are fully included in lessons.
- The school takes very good care of the pupils and gives them very good guidance on how to improve their work and reach higher standards.
- The curriculum is very imaginative, with excellent opportunities for pupils to learn outside of lessons. However, there are occasions when some lessons are too short and pupils do not have enough opportunity to develop their ideas.

There has been very good improvement since the last inspection. The weaknesses identified have been successfully tackled so that standards in science and information and communication technology have risen. Work is well planned so that it builds on what pupils already know and understand. The quality of teaching has improved and the strengths identified, such as strong leadership and management, have been maintained.

STANDARDS ACHIEVED

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

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.

Inspectors judge pupils' achievement by looking at the progress they make over their time in school, as well as how they do in lessons. The overall achievement of pupils currently in the school is **very good**. When the children come into school they bring with them skills and knowledge that are above average. They make very good progress in the Reception class and by the time they join Year 1 many children have exceeded the expected learning goals for children by the end of the Reception year. National test results for pupils in Year 2 last year were well above average. These standards were reflected in the work seen during the inspection and all pupils achieve very well. Test results for pupils at the end of Year 6 were above average overall, although results in English were average. When compared with the results this group of pupils attained when they were at the end of Year 2, pupils did not do as well as expected in English and mathematics. This was because some pupils did not do as well under test conditions as the school anticipated they would. The trend in improvement in test results over the last few years has been broadly in line with that seen nationally. When looking at the work of the current Year 6 pupils, standards are well above average for English, mathematics and science. Pupils make very good progress in all subjects and reach high standards

overall. However, there are a few lessons that are too short and pupils do not have enough time to fully explore some of the ideas that are presented. This happened in lessons such as religious education and art, and, although pupils achieve well in these lessons, they do not achieve as much as they do in other, longer, lessons. Pupils with special educational needs achieve very well because they are fully included in lessons and are very well supported so that they can make very good progress in their learning. Pupils who are higher attaining have work that is challenging and engaging so that they make very good progress and reach higher levels in their work.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. The school provides very well for pupils' personal development and, as a result pupils enjoy learning and behave very well. Attendance is above the national average and pupils are very punctual. Relationships throughout the school are very good and all pupils work very effectively together.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching and learning are **very good** across the school. Lessons are interesting and, consequently, pupils are enthusiastic and want to continue learning at home. Work is carefully planned and well matched to what all pupils already know and understand and so they all achieve very well. Assessment is very effective and helps pupils understand what they need to do to reach higher standards. The curriculum is exciting. For example, drama is used exceptionally well in subjects such as history and English to capture the imagination of pupils and ensure that they are fully involved in the lessons. There is an outstanding range of extra provision that enriches the learning for all pupils. The staff have built very good links with other pre-school groups and schools so that children settle quickly into the Reception class and pupils feel secure when transferring to secondary education. The whole school is a bright and stimulating place to learn and the pupils are very well cared for.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher leads the school very well and enables the staff to take a very effective role in leading their subject. This results in a whole school approach to improvement and very good provision throughout the school. Test results are carefully analysed and weaknesses tackled very effectively so that all pupils achieve as much as they are able to. Governors are very supportive of the school and fully understand the strengths and where improvements need to be made. They fulfil their statutory responsibilities very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the work of the school and support their children with their work. They are confident that the school is doing a good job. Pupils really enjoy coming to school and know that there are many adults who they can turn to if they have a problem or a worry. They know that their ideas are listened to and action will be taken.

IMPROVEMENTS NEEDED

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

- Ensure that the time allocated to some lessons, particularly religious education and art, is long enough.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils reach high standards in most subjects and all achieve very well. Test results, in 2003, for pupils at the end of Year 2 were well above average, and test results for pupils in Year 6 were above average overall. However, in work seen standards are well above average overall.

Main strengths and weaknesses

- Pupils of all abilities achieve very well.
- Standards are well above average in English, mathematics and science.

Commentary

1. Inspectors judge pupils' achievement by looking at the progress they make, in relation to their ability, during their time in school, as well as how well they do in lessons. When children enter the Reception classes they bring with them skills and knowledge that are generally above average. During their time in the Reception year they make very good progress, so that, by the time they join Year 1, most of the children are likely to exceed the expected goals for children's learning, and all achieve very well. Those children with special educational needs are very well supported so that they make very good progress, relative to their ability, and many of them are likely to reach the expected learning goals.
2. The 2003 national test results in reading, writing and mathematics were well above average for pupils at the end of Year 2. Teacher assessments in science were also well above average. These standards were reflected in the work seen during the inspection and all pupils achieve very well. Pupils make particular progress in their personal development so that they are very keen to learn and are well placed to face the challenges of Years 3 to 6.
3. The 2003 national test results for pupils at the end of Year 6 were disappointing in English, but above average in mathematics and well above average in science. The school's own data shows that a few pupils did not reach the levels in writing that they were capable of, and, indeed the level their work indicated. When analysing the reasons for this it was evident that some pupils did not perform as well under test conditions and they did in the classroom situation. This is borne out by looking at the work of the current Year 6, which is well above average and covers a wide range of exciting elements that inspire and enthuse the pupils. Standards in mathematics and science are similarly well above average with pupils being keen to learn and produce high quality work that is neatly presented. Overall, pupils in Years 3 to 6 achieve very well, especially in their personal development, which results in their enthusiasm for learning. The trend in improvement over the last few years has been similar to that seen nationally.
4. Many pupils who have special educational needs reach standards that are in line with those expected and also achieve very well. They are very well supported in class with work that is matched to their ability and therefore they make good progress. Those pupils who are of higher ability also achieve very well, again because work is well matched to their capabilities. There is no significant difference in the achievement of boys or girls.
5. Standards in subjects other than English, mathematics and science are generally above average. The notable exception to this is religious education where standards are in line with those expected and achievement for all pupils is satisfactory. This is because many of the religious education lessons are too short, particularly in Years 3 to 6, and pupils do not have time to complete the ideas begun in the lesson before it is time to pack away for lunch. This means that some learning has to be repeated before pupils can move on and this hinders the progress they can make and therefore their achievement overall.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 17.5 (19.1) | 15.7 (15.8) |
| writing | 16.4 (16.7) | 14.6 (14.4) |
| mathematics | 16.8 (16.7) | 16.3 (16.5) |

There were 56 pupils in the year group. Figures in brackets are for the previous year

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.3 (28.6) | 26.8 (26.7) |
| mathematics | 27.9 (27.9) | 26.8 (26.7) |
| science | 30.1 (29.1) | 28.6 (28.3) |

There were 68 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their personal development is also very good, with their spiritual, social, and moral development the strongest features. Their attendance is good and punctuality very good.

Main strengths and weaknesses

- The caring ethos of the school permeates all activities, and helps to promote pupils' very good attitudes, behaviour and personal development.
- Pupils' spiritual, moral and social development is very good.
- Staff promote pupils' very good relationships with others.

Commentary

6. Pupils' attitudes, values and personal development are very good. The positive picture found at the last inspection has improved and behaviour is now generally very good, rather than good as it was previously described. Pupils are friendly, polite and courteous, and they respond well to the caring ethos of the school. Children in the Reception classes enter school with above average social skills. They make very good progress in their personal, social and emotional development and most are likely to exceed the expected goals for children in this area of learning.
7. Pupils show a considerable pleasure in being members of the school community. They are interested and involved in the wide range of activities that the school provides, both in lessons and the numerous out-of-school clubs. Above all they really enjoy being at this school. Pupils' behaviour in lessons and around the school is very good. No incidents of bullying were seen during the inspection, and no pupils have been excluded from school in the last two years.
8. The school provides frequent opportunities for pupils to work in pairs and in groups. Because of this, pupils are used to working co-operatively, sharing and valuing ideas, and concentrating well on tasks. Recent training for teachers in the use of role-play and drama across the curriculum is reaping rewards. Pupils act out scenes or 'freeze frame' situations. This helps everyone's learning because it focuses attention and make the theoretical come alive. It also has a very beneficial effect on attitudes and behaviour because all pupils feel involved and motivated.

9. Pupils with special educational needs are well supported so that they can be fully included in lessons and as a result they are keen to learn.
10. Pupils' relationships with adults and each other are very good, and have a positive impact on their learning. They are supportive of each other and their teachers. Pupils respond well to the help provided, and enjoy the praise that is given. They all participate warmly in celebrating other pupils' work at special merit assemblies. Pupils mix well at playtime and lunchtime and younger pupils have their own area for play, as do reception children. The school council recently initiated 'friendship benches'. These are useful innovations which help pupils who need a friend to play with; but there were few customers in this sociable and friendly playground.
11. The 'think books' enable Year 5 and 6 pupils with personal problems or questions to share them in confidence with their teacher who then can help the individual or raise the issue in general. In this way any worries about bullying can be dealt with immediately. Bullying is a concern expressed by parents and pupils in the pre-inspection questionnaire. There is virtually no bullying. Pupils say that teachers deal with the occasional 'ganging up' on individuals very effectively within class.
12. Pupils have a very good understanding of right and wrong, which is promoted from a very early age. They benefit from the very good role models set by the adults. Pupils know that they may lose a few minutes of golden time on a Friday afternoon – time in which they can choose their own activities – should their behaviour slip. There are very good relationships between staff and pupils. Pupils help to design their own class rules. Year 6 has a charter – signed by pupils - and this supports the good behaviour because pupils are committed to their own success.
13. There are many very good opportunities for pupils to enhance their social development, by taking responsibility. They do this with commitment and pride. Within lessons pupils are sometimes asked to evaluate others' work. In a very good English lesson pupils heard each other's work and contributed 'two stars and a wish' – i.e. two strengths and one suggestion for improvement. Members of the recently set up school council take their responsibilities seriously. Members are very enthusiastic and feel that they make an important contribution. Members are elected by their class after telling them what they mean to do. They have yet to learn how to chair their own meetings but the headteacher is always present and makes sure that reasonable suggestions are acted on. Other pupils are given opportunities to feed in their wishes and to hear of the results. In classrooms pupils are keen to act as monitors, helping the smooth running of the class. Year 6 pupils are offered several jobs around the school such as helping at assemblies. After lessons pupils clear up quickly and quietly. Older pupils read with younger partners – and remember with pleasure how they were once read with when they themselves were infants.
14. Pupils are encouraged, through all school activities, to be honest, trustworthy, and well mannered. This provision also gives pupils an enjoyment of learning. Staff are willing to touch on spiritual elements, especially within assemblies but also wherever they may happen to arise. A Japanese story gave an opportunity to explore the feelings of the protagonists and the class teacher took full advantage of this. Above all, pupils enjoy a school in which human and humane values of all they learn and do are never far from the surface. The tone is set by the headteacher and reflected by everyone in the school.
15. The multicultural aspects of the society we live in are celebrated very well, and the school is well aware of their importance. For example, in a music lesson Year 4 pupils were making music appropriate to different parts of the world – the mountains of Nepal, the sands of the Sahara - with a large map of the world for all to see. In geography pupils were comparing a Caribbean island with the UK and a visitor had been into school to share their experiences of living in a hot country. One or two visitors with overseas connections have been welcomed and valued and there is a thriving Spanish club.

16. The level of authorised absence is below the national average, as it was at the time of the previous inspection. The great majority of pupils arrive punctually for the start of school. Registration practice is efficient and brisk, with pupils often responding in French or Spanish.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 4.8 | 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

The quality of education provided by the school is very good. Teaching and learning are very good and the curriculum is exciting and innovative with an outstanding range of extra-curricular opportunities. The links with parents are effective and contribute to the high standards in school.

Teaching and learning

Teaching and learning are very good. Assessment is very good and pupils know what they have to do to reach higher standards.

Main strengths and weaknesses

- Lessons are well planned and interesting so pupils are keen to learn.
- Planning is good and work is well matched to pupils' abilities.
- Assessment is well developed and consistent throughout the school.

Commentary

17. The quality of teaching and learning is very good across the school. Lessons are very interesting and this is a direct result of the exciting curriculum that is offered to the pupils. Pupils are keen to learn because they enjoy their work and activities presented. Drama is being used very effectively to support pupils' understanding of difficult concepts and this captures the pupils' imaginations. For example, in a history lesson the very difficult idea of concentration camps was put across very well by teachers who used role-play to show pupils exactly what it was like to be bossed around by German soldiers and how frightened people must have felt when they did not know what was happening to them. Pupils learnt a lot more during this lesson than they would have if they had only been allowed to read about it in books. Pupils talked very enthusiastically about the experience and empathised with the plight of people during World War II. Most lessons capture the imaginations of the pupils in some way and this results in pupils working together very well, both independently and in small groups.
18. Planning is good. Work is carefully matched to what groups of pupils know, understand and can do. Pupils who are of higher ability are challenged appropriately so that they are engaged in their activities and work hard. Pupils with special educational needs are very well supported in class so that they can be fully involved in lessons. Teaching assistants are used very well to support pupils and they work well with the teachers to ensure that all pupils are included in lessons. To further support learning, homework is well used and pupils comment on the usefulness of being able to carry out independent research in their holidays. They feel that staff value their efforts and this helps them learn better in school.
19. Assessment procedures are very good. Work is very well marked and gives pupils a very good indication of what they need to do to reach higher standards. Targets are set in English and mathematics and pupils are very aware of these. Teachers refer to the pupils targets in lessons

and these are reviewed regularly so that pupils make very good progress. Pupils feel that they are part of this process and the older pupils take an active part in assessing their own work in relation to their targets and this contributes significantly to their personal development.

Summary of teaching observed during the inspection in 43 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 2 (5%) | 15 (34%) | 19 (45%) | 7 (16%) | 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

The provision for a range of curriculum opportunities is very good. The opportunities for the enrichment of the curriculum are excellent. The opportunities for extra-curricular activities are excellent. The quality and quantity of accommodation is very good and of resources is good.

Main strengths and weaknesses

- The school provides a greatly enriched curriculum with an outstanding range of opportunities, including extra-curricular activities.
- The curriculum enables pupils of all capabilities to achieve very well.
- Very good links exist to promote literacy, numeracy and ICT skills through other subjects.
- The allocation of time for some lessons is short.
- The provision for pupils with special educational needs is very good.
- Children in the Reception classes are prepared very well for transition to Year 1 and Year 6 pupils are prepared very well for secondary school education.
- There is a very good match of teachers and support staff to deliver the curriculum.
- The accommodation is very good although the building has not yet been fully adapted for disabled access. Resources are good.

Commentary

20. The school's provision is securely based on the National Curriculum and the locally agreed syllabus for religious education. It is regularly reviewed and amended to bring excitement and relevance to pupils' learning. Teachers look for new ways to make lessons interesting and this has resulted in drama, for example, being used creatively across the curriculum. The very good attitudes and interest of pupils reflect that they find lessons interesting and stimulating and support their very good achievement overall.
21. The national strategies for literacy and numeracy are used very well and contribute to the very good levels of achievement of all pupils. Planning for personal, social and health education and citizenship, including sex education and drugs awareness, is very good. A major strength of the curriculum is the way that programmes of study from distinct subjects have been woven together to produce a curriculum that is both exciting and relevant to all the pupils.

Example of outstanding practice

In an excellent Year 4 English lesson the teacher fully engaged pupils with her very expressive reading from a fiction book, which they listened to with rapt attention.

The teacher accompanied the reading with a computer-generated presentation showing pictures from the main story themes, which brought to life the animal characters in the story. As the teacher read the story, pupils used hand-held whiteboards to make notes of the key elements of the story. The teaching assistant sat with a group of pupils and helped with their writing and ideas so they were fully included in the

introduction. At the end of the reading the teacher used questions very well to lead a discussion on the main theme of the story, the language used and the characterisation of the animals before introducing the group activities involving the use of digital cameras and computers to film an animated sequence from the story. The use of modelling clay to make the animal characters, speech bubbles attached to the models to show dialogue and digital photography to produce an animated sequence completely engaged each group of pupils and brought together literacy, mathematics, art, design and technology and ICT in a very creative way.

22. Very good use is made of visits and visitors to give pupils first hand opportunities for many subjects. Parents speak highly of the themed days and themed weeks; for example, a Roman Day and a science and mathematics week are used very well to bring subjects alive for pupils. This is a significant contributory factor in the high standards achieved in art, for example, where pupils have the opportunity to practise their skills with visiting artists. Pupils in Year 6 take part in a residential visit, which not only links National Curriculum subjects very well, but also enhances the personal and social development of pupils. All these additional activities help to support the high standards and very good achievement of pupils in many subjects.
23. Staff give generously of their time to provide an excellent range of sports and arts clubs, which are very well attended by boys and girls. Although most of these activities are open to pupils in Years 3 to 6 a number are also open to pupils in Years 1 and 2.
24. The organisation of the daily timetable for classes is such that some religious education, art and design and technology periods only last thirty minutes. This results in some lessons having to end just as pupils are becoming engrossed in their work or just as a new learning objective is being introduced or developed. Teachers have to wait until another day in the week or until the following week to continue the theme of the lesson, which reduces the impact on learning.
25. The provision and planning for pupils with special educational needs are very good. Pupils are supported very well so that they can make very good progress, both in lessons and over time. Work is well matched to their ability and activities such as drama interest the pupils, and this results in them fully participating in lessons.
26. The curriculum in the Foundation Stage is very good. It is stimulating and sustains the children's interest well and prepares them well for their transition to Year 1. Very good links have been established with two local secondary schools to ensure a smooth transition from Year 6 to Year 7.
27. There is a very good match of teachers and learning support staff to meet the needs of the curriculum and a good range of experience amongst the staff, which supports the very good delivery of the curriculum and the well above average standards in many subjects.
28. The very good accommodation is spacious and well maintained. Classrooms are large, and extra rooms are used well for group and individual work. The school has a dedicated computer suite. However, the layout is such that a third of the room is under-used, which results in limited working space at the computers when pupils work together in pairs. The spacious grounds include two hard playground areas, a large sports field, a wild area and a formal garden, which are used to support teaching and learning very well. The building has not yet been fully adapted for disabled access. Although there is a toilet for disabled access, this is also used as a store-room. The governing body is developing its provision and policy for disabled access with the support of the local education authority.

Care, guidance and support

Pupils are very well cared for. Governors and staff have very good procedures for checking that pupils and staff work in a healthy and safe environment. Pupils have very good relationships with all adults in the school. They are given the support and advice that they need and efforts to involve them in the work of the school are very good.

Main strengths and weaknesses

- Pupils have very good knowledge of their achievements and personal development.
- There are very good induction procedures for children joining the Reception classes.
- Supervisory staff take very good care of pupils at lunch times.
- Staff actively seek and act upon the views of pupils.

Commentary

29. The school's procedures for ensuring the safety and well-being of its pupils are very good. Governors and staff are closely involved in regular safety audits to ensure that all areas of the school are consistently and frequently checked. There is a good awareness of child protection procedures and the school exercises its responsibilities with vigilance and care. First aid provision is very good and trained staff provide assistance in the event of mishaps and are prepared to cope with emergencies.
30. The well-established induction programme for the youngest children is very good. Reception children and their parents visit the school in the term before children join. Staff have already visited the children in their playgroups and in their homes and have gained useful insight into their needs. Staff have created a staggered intake for the first week during which there are opportunities for parents and staff to meet and to discuss their children. Because of this adults know the pupils, and respond very well to their emotional needs.
31. Pupils are very well cared for at lunchtime. They sit in mixed age tables and there is a 'friendship bench' for anyone who is lonely and pupils say that this works well. They enjoy using the playground equipment. Pupils feel they are amongst friends and say that there is always support available from the adults and from each other.
32. The procedures for monitoring and supporting pupils' personal development are very good. Staff have a good level of knowledge of pupils' personal progress. There are careful notes kept on each individual's progress, both emotional and academic. Pupils say that they know how well they are doing and what they need to do to progress. Pupils understand and use the targets they are given – often placed within their exercise books, and they feel that their work is well marked. The school takes every opportunity to find out pupils' views through the active involvement of the school council and they take action on reasonable suggestions, for example, the friendship benches were first suggested at a council meeting.

Partnership with parents, other schools and the community

The school has a good partnership with parents and very good links with the community. Links with other schools are very good.

Main strengths and weaknesses

- The provision of good letters and other information about the school makes the overall information for parents very good.
- Parents are welcomed into school and several help regularly in class.
- The school has very good working relationships with other primary schools and the main local secondary schools.
- Parents know that staff are very approachable.

Commentary

33. As with the previous report's findings, almost all parents have positive views about the school and the education that it provides. They are sure that the school is well managed and led.

34. The headteacher and other teachers make themselves accessible to parents and informal consultations are easily arranged. Reading record books and homework diaries are available for communications between parents and staff and this helps strengthen relationships between families and teachers. A wealth of information about the school is available from the good monthly newsletters. Parents receive information about the curriculum at the start of each term. The school has developed very clear annual reports. They are explicit about the levels that pupils have reached in each subject, especially in Years 3 to 6. They provide opportunities for pupils to have their own say. There are three consultations a year to which parents are invited to look at their children's progress. Parents of pupils with special needs are invited to take an active part in the review of their children's educational plans which occur every few weeks.
35. Although a small minority of parents in the pre-inspection survey said that they disagreed that they were well informed, the evidence seen during this inspection suggests that there is no shortage of high quality information and the accessibility of staff ensures that the school does a great deal to ensure that parents' needs are catered for. The headteacher and staff know the pupils and their families well. The rate of attendance at meetings for parents can be disappointing.
36. Most parents support their children well at home by sharing books with them and helping them with their homework. Several help on a regular basis sharing special skills such as sewing, reading with pupils, accompanying them on trips or swimming. They enjoy the experiences, are clear about their roles and appreciated by the staff. The school has good arrangements to gain parents' views – and respond to suggestions. As a result, for example, the school has modified its entry dates and has developed a policy for drinking water and midmorning snacks. Parents attend special assemblies and productions.
37. The thriving friends' association successfully raises considerable funds through events such as quiz nights, fun days and the annual ball. The association involves both parents and staff and has funded extra resources such as books and equipment and has helped to create a strong school community.
38. Links with the community and a wide range of visits and visitors provide very good enrichment of the curriculum and support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others. The school welcomes and provides work placements for students from a nearby special school who are carefully supervised and given appropriate tasks which contribute to both to their learning and self-esteem, and to the smooth running of the school.
39. There are close links with the playgroups. Because of this, the school knows a great deal about newly enrolled children. The links with other schools are very good and the school plays an active part in a local network that is developing between nine schools in the region. Year 6 pupils are involved in some projects that will carry over into their secondary schools and this helps them achieve a smooth transition to the next stage of their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The school is very well led and managed by the headteacher. He has created a very effective team and a strong partnership with both staff and governors. Everyone is fully committed to raising standards and including all pupils in the work of the school. Governors are very supportive of the school and fulfil their statutory duties very well.

Main strengths and weaknesses

- The headteacher, staff and governors have a corporate vision for excellence and a comprehensive improvement plan for bringing this about.
- There are very good self-evaluation processes in place to ensure correct priorities for improvement.
- The governors play a full part in the vision. They are very supportive but not afraid to challenge senior staff on professional matters.
- The whole staff are empowered by the headteacher and make an effective team that manages the school very well and wants it to excel in all areas of its work.

Commentary

40. There is a very clear vision for the school to which everyone has contributed, and all are included. This successfully encourages the whole school community to work together towards its fulfilment. The school is committed to excellence in all that it does, and the strikingly visual and uncomplicated improvement plan enables everyone to see what needs to be done and to play their part in achieving the goals that have been set. Priorities have been selected by a rigorous approach to self-evaluation and the school is constantly interrogating information about its standards in order to find out how it can improve further. Action plans are supported by well-established financial practices and a high level of training for everyone. Initiatives are successful because of this whole school approach, for example the priority that has recently been undertaken to focus on writing across the school to ensure that test results were not disappointing this year.
41. The governors bring considerable knowledge and valuable strengths to the school and use these to support the headteacher and staff to shape the school's direction and vision. Governors play an active role in drawing up the school improvement plan and discuss fully the initiatives the school have for raising and maintaining high achievement. They fulfil their statutory duties very well and make regular visits to the school, ensuring through their monitoring that they keep up to date with their knowledge of how well the school is performing. A very good relationship exists between the governors, headteacher and staff, but governors are fully aware of the school's strengths and weaknesses. They have purposely shaped their meetings in such a way as to give them a full opportunity to learn about and question the different aspects of the school. They are not afraid to challenge judgements and initiatives and give advice where and when necessary.
42. The headteacher has empowered the staff and as a result, by working together, they make a very effective team in which each member plays their part well in the incredibly smooth day-to-day running of the school. Very good management structures are in place through which the senior management team play a key role in the monitoring of standards and there are very good examples of how the school uses information from tests to inform teaching. One of the successes of the team is that it operates in such a way that it is flexible enough to allow other members of staff with particular subject expertise to join it when appropriate. All subject managers are given well-planned opportunities to monitor their subjects in order to raise standards. Performance management for all staff is firmly embedded within the culture of the school and this increases opportunities for everyone to strive for excellence. The school has very good induction procedures that ensure that all staff are quickly and effectively absorbed

into the team. All of these systems make a significant contribution to the very good improvement that the school is making.

43. There has been good improvement in the leadership and management of the school since the last inspection.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|-----------|
| Total income | 970,368 |
| Total expenditure | 1,009,940 |
| Expenditure per pupil | 2,499 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 89,635 |
| Balance carried forward to the next | 50,063 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Provision for children in the Reception classes is very good. When children join the school they have skills and knowledge that are above those usually seen. During their year in the Reception class the children make very good progress in all areas of learning and most are likely to exceed the expected goals for children's learning by the time they enter Year 1. Although children with special educational needs are not likely to reach all of the expected goals, they make very good progress and are very well supported by knowledgeable staff. Teaching and learning are very good and all children achieve very well. Activities are very well planned to meet the needs of all children and this results in the children being very keen to come to school and to learn. Assessments are carefully and regularly carried out so that staff know what children are capable of in all areas of learning, and activities are planned to make sure that the children make very good progress. The induction procedures for children coming into the Reception classes are very good and staff get to know the children well before they start school. Children are visited in their local pre-schools and nurseries and staff visit the children at home. There are many opportunities for the children to visit the classes with their parents and this results in them settling quickly and happily into the school routines. The Foundation Stage is very well led and managed with the particular strengths of each member of staff used to the full so that learning is fun and enjoyable for all children. There has been very good improvement since the last inspection. The accommodation has been reorganised and the provision has been thoroughly reviewed to take account of the national guidance for the Foundation Stage.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children learn to become independent and relate very well to each other.
- Behaviour is very good.
- Teachers have very high expectations of all children fully participating in activities.

Commentary

45. Children make very good progress in this area of learning because teachers have very high expectations of children becoming increasingly independent. Activities are interesting and fun and children are very keen to learn. The children are encouraged to choose activities for themselves, yet are also taught the skills necessary to fully participate in all of the tasks provided. For example, the children were very keen to act out the story of Rosie's Walk using masks and other dressing up clothes, and, although the activity was new to them, they took part enthusiastically and worked very well together. They share resources with each other very well and wait their turn patiently to use equipment. The children enjoy trying out new things and sharing their successes with others. Behaviour is very good and this is a direct result of the high expectations all staff have of children knowing right from wrong.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are encouraged to speak very clearly and listen attentively.
- Early reading skills are promoted very well.
- Children begin to write confidently, forming their letters correctly.

Commentary

46. Lessons are very well planned and taught so that the children learn to speak confidently and listen attentively to others. In large and small groups the teachers expect children to fully participate in discussions and explain their thinking. They comment on the ideas that others have in a sensitive way, often agreeing with another's point of view. This was obvious in discussions on a book where the views of the fox were talked about and children could see his point of view. This was further developed when a member of staff appeared dressed as a fox and the children could ask him questions about his role in stalking the chicken across the farmyard. This was very effective and encouraged the children to think about the story and about the different characters. This also had a positive impact on their early reading skills as they became more familiar with the story and began to read it for themselves during the very good role-play opportunities. Writing skills are very well developed. Teachers teach the skills necessary for the children to begin to write for themselves. Letter names and sounds are systematically taught so that children are confident when beginning to write. Most of the children can write simple sentences and are beginning to learn to spell simple words correctly using their knowledge of sounds and letter names.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children count confidently to ten and beyond.
- There is good emphasis on using correct mathematical vocabulary.
- Children enjoy solving problems.

Commentary

47. Every opportunity is taken for staff to encourage mathematical thinking and this is why children make very good progress in this area of learning. All children count to ten and beyond confidently. They know the sequence of the numbers and use this knowledge to begin to solve simple addition and subtraction problems. They can count backwards and forwards, using number rhymes where appropriate to support their learning. Most children can identify simple 2-dimensional shapes and the more able know the names of 3-dimensional shapes. They explore mathematical language, such as long and short, and know about measurements. During a cooking session the children were encouraged to weigh the ingredients and talk about heavier and lighter with confidence.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The outside area is excellent and used very well to support learning.
- Children use the computers with skill and confidence.
- Teaching is very good and children make very good progress in all aspects of this area of learning.

Commentary

48. The children make very good progress in this area of learning because activities are very well planned, cover all aspects and are very interesting for the children. The outside area is very well

kept and used to promote the children's knowledge and understanding of the world very well. Children plant seeds and watch them grow, they look at the natural world around them and use a wide variety of scientific equipment to look at plants and small insects closely. They are very enthusiastic about learning and often point out interesting things to members of staff. Technology skills are promoted very well. The children have access to a very wide range of resources for developing building skills and they enjoy making a variety of models. They use the computers with increasing confidence and access appropriate programs with ease. This aids their physical development as most children can move the mouse skilfully around the screen and click on their desired object.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- There are many opportunities for the children to practise their physical skills.
- The outside area is used very well to promote throwing, catching and control skills.

Commentary

49. The children make very good progress in this area of learning because there are many opportunities for them to practise their skills. During the very many creative activities the children are encouraged to use a variety of tools, such as paintbrushes, scissors and a variety of pens and pencils. This develops their small muscle skills appropriately as they use the tools with confidence and safely. Large muscle skills are also developed very well. When playing outside the children are encouraged to run and climb, throw and catch balls and hoops, and ride wheeled toys so that they can learn to manoeuvre safely around objects. They also learn about keeping healthy and are encouraged to eat healthy foods as part of their snack time.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- The children have access to a very wide range of activities that promote this area of learning very well.
- The opportunities for children to act out their own experiences are very good.
- Children enjoy creative activities and are enthusiastic about sharing their successes.

Commentary

50. Children make very good progress in this area of learning because activities are well planned and interesting. Creative activities, such as painting, cutting and sticking, are always available for the children and the staff teach the skills necessary for them to use the equipment safely and skilfully. Work that the children complete is used very well to create stimulating displays that celebrate the achievements of all of the children. Role-play areas are particularly well used so that the children can make up their own stories and act out their experiences. Children are encouraged to respond to music and stories using all of their senses. So, in the garden, staff encourage the children to smell the plants and talk about what they can see. Children are enthusiastic and want to learn.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are high at the end of Year 2 and Year 6.
- Teaching is very good throughout the school and this enables pupils to achieve very well.
- Pupils' speaking, listening and reading skills are very good and, along with their writing, make a considerable contribution to the rest of the curriculum.
- Writing is of a high quality throughout the school and pupils are provided with good opportunities to write at length.
- The presentation of pupils' work is very good.
- The subject is well led and managed and weaknesses have been correctly identified and tackled effectively. Pupils have clear targets and know what they must do to improve.

Commentary

51. Standards of work seen at the time of the inspection are well above average throughout the school. Standards in Year 4 are particularly high. Although last year's test results in writing were disappointing the school analysed the reasons why and has put extra emphasis on writing this year, resulting in standards in the current Year 6 being well above average. Teaching is very good across the school and pupils with special educational needs are very well supported. This results in all pupils achieving very well.
52. The teaching of English is a strength of the school. In almost all the lessons seen it was at least good, often very good and on one occasion excellent. Although pupils enter the school with well developed speaking and listening skills teachers create very good opportunities for them to use these skills in lessons, especially through drama. This means that they become highly articulate by the time they leave the school. They are frequently expected to explain their answers or read aloud. During a drama lesson Year 5 pupils discussed the feelings of each character and could give good examples of what they were thinking. Reading is particularly well taught and supported at home and most pupils in Year 2 are already reading fluently with expression. They have very good skills in building unknown words and are secure in the use of information books. Reading "workshop" sessions are held daily, teachers select challenging texts and their very good organisation means that no time is wasted. Teachers provide very good opportunities for pupils to write at length and within other subjects, reinforcing writing skills. This is an improvement since the last inspection. Teachers' high expectations mean that pupils' books provide evidence of beautifully presented, well organised and highly imaginative work. In a very good lesson about writing from a character's point of view, the teacher used several strategies to engage all pupils and develop their imagination. A very good lesson exploring the meaning of "credible" very successfully extended pupils' vocabulary and was characterised by a smart pace and lots of participation which held pupils' attention. Resources are appropriate and stimulating and teaching assistants are particularly well used to support pupils with special educational needs. This results in them achieving as well as all other pupils.
53. The subject is well led and managed. Weaknesses in the teaching of writing and changes to the teaching of reading have been very effectively addressed through training for all staff. Pupils are set very clear targets for improving their work. They respond well to teachers' highly effective marking. This is having a significant effect and is helping to raise standards even further.

Language and literacy across the curriculum

54. Effective links between English and other subjects result in pupils practising their literacy skills very well in a variety of ways. For example they write reports for science, diaries in history and make geographical information leaflets for visits. A Year 2 lesson was considerably enriched by pupils using their own records of the travels of Barnaby Bear. ICT provides opportunities for pupils to word process their work and illustrate their stories and poems.

MATHEMATICS

The provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards by Year 2 and Year 6 are well above average.
- Teaching is very good overall.
- Pupils' attitudes to the subject are very good.
- The leadership and management of the co-ordinator are very good.

Commentary

55. Standards seen by the end of Years 2 and Year 6 are well above the national average and have improved since the previous inspection, when standards were judged to be above average and the rate of progress of higher attaining pupils was judged to be inconsistent. This improvement is because of the very good teaching overall throughout the school. All pupils, including those with special educational needs, achieve very well because of very good teaching and well matched work and the very good support lower attaining pupils receive from teaching assistants. No differences were observed in the achievement of boys and girls.
56. Teaching and learning are very good overall and is never less than good. It has improved since the last inspection when it was judged to be good in Years 1 and 2 and satisfactory in Years 3 to 6, with some unsatisfactory elements. In Years 5 and 6 pupils are regularly set by prior attainment. Teaching of the higher attaining set in Year 6 is very good and results in a higher than average number of pupils achieving Level 5 in the national tests. Throughout the school, work is well matched to the individual needs of pupils. Lower attaining pupils are given very good support by teachers and teaching assistants, who ensure that these pupils also achieve very well. Teaching assistants have a clear understanding of their role and support pupils very well. Higher attaining pupils are also well supported by well matched work and set groups in Years 5 and 6. Pupils have a good understanding of what is to be learnt in the lesson and why, which is an improvement since the previous inspection when some pupils were judged to be unsure of what they were learning. Teachers begin lessons by explaining what is to be learnt and what their expectations are. At the end of the lesson the learning objectives are recapped so that pupils can self-assess their understanding. Older pupils also have a very good understanding of their targets in mathematics for improving their learning. Teachers manage their pupils very well, which leads to a calm and purposeful atmosphere in lessons. This, and the appropriately matched work, results in very good attitudes by pupils who want to learn and who work well together.
57. The leadership and management of the subject are very good. The co-ordinator has regular opportunities to monitor teaching and learning so as to improve the quality of teaching in order to raise standards. She has analysed test results thoroughly to identify strengths and areas for development in the subject. She works closely with other subject co-ordinators to ensure that mathematics is planned for across the curriculum.

Mathematics across the curriculum

58. Mathematics and numeracy are used very well across the curriculum to develop mathematical skills through other subjects. Teachers plan numerous interesting activities in other curriculum subjects such as science, art, history, design and technology and ICT, which effectively consolidate and extend pupils' numeracy skills. The school has held a successful "Measure week" which combined mathematical and scientific activities on the theme of measure so as to improve pupils' use of measurement in an everyday context. Measure was an area identified by the co-ordinator's analysis of 2003 test results as a relative weakness in mathematics.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards throughout the school are well above average.
- Teaching is very good.
- Pupils enjoy science and have very positive attitudes to work.
- The science curriculum is very good with a strong focus on the development of pupils' skills.
- Leadership and management of the subject are very good.

Commentary

59. Teachers' assessments of pupils' attainment at the end of Year 2 in 2003 were high when compared with the national average and when compared with similar schools. Results of the 2003 national tests at the end of Year 6 were well above the national average but were average when compared with similar schools. Inspection findings confirm that the school has been successful in maintaining the high standards seen in 2003 for pupils in Year 2. Standards by the end of the current Year 6 are much higher than the test results show.
60. Pupils achieve very well to reach well above average standards in their work by the end of Year 6. The school has made very good improvement since the previous inspection and standards are rising throughout the school. Assessment is an important feature in the raising of standards, because the co-ordinator monitors standards very effectively, analysing test results in order to find out areas of strengths and weaknesses within the curriculum. For example, evidence from test results showed that pupils were weak at making accurate measurements when carrying out experiments, and as a result lessons were planned to further develop this skill and standards improved. Further analysis has resulted in a strong focus on the development of pupils' investigative skills. As a result, pupils gain good enquiry skills and their knowledge is underpinned by a very good understanding of scientific concepts acquired through challenging, practical investigative tasks. By Year 2, pupils make good use of their own experiences when carrying out investigations. They give careful thought to what might occur and begin to draw reasonable conclusions from their findings, for example a pupil in Year 2 reasoned that once a caterpillar had changed into a butterfly it would need a bigger habitat in which to live. By Year 6 pupils have developed into young scientists. They explain the key factors to be considered in a fair test with very good understanding. From the outcomes of their investigations they draw conclusions firmly based on secure knowledge and understanding, for example, pupils in Year 6 concluded that a constant temperature is necessary for yeast to rise so as to make tasty bread. Pupils with special educational needs are very well provided for, because the tasks and activities meet their needs well and classroom assistants give them very good support. As a result, these pupils achieve extremely well to reach average standards in their work by the time they leave school.
61. Teaching is very good overall with some examples of outstanding practice. Teachers plan interesting lessons with a very good range of practical activities so that pupils can learn and develop scientific skills through first hand experiences. Pupils are very highly motivated and are

very keen to learn because of the way in which teachers present the work. It is exciting and enjoyable. Teachers check thoroughly how well pupils are doing and at times provide a high level of challenge so that they begin to think more creatively, for example, they are very skilled at devising their own investigations.

62. Teachers promote pupils' use of scientific vocabulary very effectively, enabling them to express ideas clearly in discussion and writing. Pupils use ICT to research information and to record quantitative data. Teachers use multimedia presentations very well to present more complex data so this is easily learnt. Pupils mathematical skills are further developed when pupils record scientific data in graphs and tally charts.
63. Leadership and management of the subject is very good because of the close focus on raising standards through checking pupils' performance and finding how teaching and learning can be improved. Recent changes to the curriculum to link science more closely to other subjects has increased pupils enjoyment, and is another reason why standards have risen.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- By the end of Year 2 and Year 6 standards are above average.
- Teachers are generally confident with ICT and use it well. The quality of teaching is good.
- The links between ICT and other subjects of the curriculum are good.
- There has been very good improvement in teaching and the resources since the previous inspection, when ICT was judged to be a key issue for improvement.

Commentary

64. By the end of Year 2 and Year 6 standards are above average. This represents very good improvement since the previous inspection when skills were judged to be in line with national expectations by Year 2 but were below expectations by Year 6. Pupils are confident when using computers and have good keyboard and mouse skills. When given the opportunity to use a laptop computer they use the touch pad with accuracy. Pupils achieve well and are suitably challenged to improve the quality of their work at all times. As a result, they show a high level of confidence and understanding when using ICT by Year 6.
65. The quality of teaching and learning is good and accounts for the good achievement by pupils. Teachers set interesting tasks and, as a result, pupils are motivated and show good productivity and application in their lessons and behave well. Pupils are very interested in their work and give considerable effort independently, as well as cooperating well and sharing advice and supporting each other. Pupils build effectively on their skills. By Year 6 pupils are creating multi-media presentations based on a residential visit. They also produce presentations about themselves as part of a transition project with the secondary schools they move on to. Teachers' personal use of ICT to plan and deliver lessons is also good.
66. The leadership and management of the co-ordinator are good and this has led to the very good improvement in the subject since the previous inspection. The ratio of computers to pupils is slightly above the national recommendation and the quality of equipment has improved since the last inspection. The school now has a dedicated computer suite. However, space is not fully utilised and the room is uncomfortably hot on sunny days. Internet use is monitored and filtered to ensure that only appropriate sites are accessed. The school has a policy for Internet use by responsible adults and pupils, which is known by pupils and parents. A technician is employed one day a week and provides very good support for the subject. He works closely with teachers and ensures that they do not have to become involved with technical issues and can concentrate fully on teaching. The school has a well developed and informative website.

The parent-teacher association generously donates money towards the annual cost of leasing computers.

Information and communication technology across the curriculum

67. The use of ICT to support learning in other subjects of the curriculum is good. Pupils are given many opportunities to develop their skills in a range of subjects through ICT. This support is demonstrated most effectively in literacy, when pupils create text and graphics to enhance presentations or use digital cameras to produce animated stories based on fiction books being read. Regular links are also made through the use of data-handling and floor robots in mathematics, sensors in science and the use of art programs.

HUMANITIES

There were too few lessons seen in history and geography and these subjects have only been sampled. Only one lesson was seen in history, although this lesson was taught primarily to develop pupils' literacy skills. No lessons were seen in geography. Religious education has been reported in full.

68. Pupils' work was analysed in history and in geography for the younger classes. It is not possible to make judgements about the quality of teaching in these subjects or on standards seen in geography for the older classes.
69. Standards in **history** are above average by Years 2 and Year 6 and pupils' achievement is good. By Year 2 pupils have a good grasp of some important events and people from the past, and write with good understanding of life during the time of Florence Nightingale, and make comparisons with nursing in the twenty first century. By Year 6 pupils have a good understanding of the impact of reformers like Dr Barnardo and Lord Shaftsbury upon society and the influence of writers like Charles Dickens. Teachers link this work well to literacy and this gives pupils good background knowledge on conditions in society during the Victorian era, for example pupils have written accounts of what life was like as a Victorian child whose parents had been sent to the poorhouse. Pupils research topics well on the Internet. Visits and role-play provide interesting learning opportunities in units of work on the Romans, Victorians and Egyptians. This gives pupils a good understanding of how different groups of people lived in the past. As part of enrichment day pupils made cakes from an ancient Greek recipe.
70. The subject is managed well. The co-ordinator has been in post for two terms and has received training so as to develop history in line with national recommendations. As a result there is a more cohesive planned curriculum, which represents good improvement since the last inspection. Teachers' assessments at the end of each unit focus on the development of pupils skills.
71. Standards in **geography** are above average by Year 2 and pupils achieve well. By the end of Year 2, most pupils have a good recognition of features of their school and the local area, and compare their own locality with a Scottish Island. Most pupils know that London is the capital of England and that they live in the south eastern part of the country. They have good knowledge of maps and can record with some accuracy their journey from school to the town library. There are good links to further develop pupils' geographical skills through other subjects. Pupils in Year 3 have mapped out routes taken by a character in a children's novel when they travelled round the world. Pupils in Year 5 have carried out a traffic survey and have drawn graphs and maps showing traffic density in East Grinstead. They presented their findings to the local council with recommendations for improving the traffic flow in the town. The curriculum is planned in a better way since the time of the last inspection. Assessments made at the end of each unit focus on the development of pupils' skills.

Religious Education

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The allocation of time for some lessons is not long enough for learning to be fully consolidated.
- The management and leadership of the subject are good.

Commentary

72. By the end of Year 6, standards are in line with those expected in the Locally Agreed Syllabus for West Sussex. Pupils have a good recall of Christian festivals and the major events in the life of Christ. Their knowledge and recall of other faiths studied; for example Buddhism, Hinduism, Islam and Judaism; is sound. Pupils' achievement in religious education is satisfactory.
73. No lessons were observed in Years 1 and 2. Therefore it is not possible to judge teaching and learning in Years 1 and 2. Teaching overall in Years 3 to 6 is satisfactory, though a third of lessons observed were good. Pupils are taught well to identify similarities and differences between their own beliefs and that of others. There is a good expectation by teachers that pupils will respect the opinions and beliefs of others and this is evident in pupils' everyday behaviour and in their discussions observed in lessons. However, the structure of the timetable is such that some lessons have to be cut short and end before the learning intentions of the lesson are fully explored and work has been fully consolidated. This has a negative impact on the progress pupils make as they often have to revisit past lessons before they can move on to new learning in the subject and is a reason why standards by Year 6 are in line with the expectations of the agreed syllabus and why achievement of pupils is only satisfactory.
74. The leadership and management of the subject are satisfactory. The co-ordinator has a good knowledge of the subject and has ensured that the curriculum for religious education links well to other subjects. For example, teachers make good use of opportunities to develop pupils' speaking, listening and writing skills in lessons, which supports the very high standards in English. Good links have been established with local Christian places of worship and religious leaders but opportunities for links to places of worship and religious leaders of other faiths are underdeveloped. There has been satisfactory improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There were too few lessons seen to make judgements on provision in art and design, design technology and physical education. These have been sampled and are not reported in full. Music has been reported in full.

75. There were only three lessons seen overall in **art and design and design and technology**, therefore there is insufficient evidence to make a judgement about teaching and learning. However, from the work seen and from talking to pupils standards in both subjects are above those expected nationally. Pupils of all abilities achieve well. Art and design enriches other subjects such as the observational drawing of mini-beasts in science in Year 2. Skills are well taught and carefully practised, as can be seen from the well-developed use of sketchbooks and the fine watercolours painted by Year 6. ICT is regularly used, for example to design bedcovers for Barnaby Bear. The work of famous artists such as Monet and Lowry makes a significant contribution to pupils' artistic and cultural development. There has been good improvement since the last inspection. However, some lessons are too short and this does not allow enough time for pupils to develop their ideas. Where lessons continue on a theme some of the initial stimulus and impetus is lost. In design and technology pupils research their designs thoroughly, plan and select appropriate materials and use their literacy skills well to evaluate the finished product, suggesting possible improvements. Skills are effectively built upon and this is an

improvement since the last inspection. For example in Year 4 they learn to stitch whilst making purses and by Year 5 they have well-developed sewing skills to use for their tapestries. Very good links are made with other subjects when, for example, Year 5 pupils make Chinese cookies whilst learning about the Chinese New Year. Both subjects are well managed and have good resources.

76. Only one Year 2 bat and ball skills lesson and one Year 6 dance lesson were observed during the inspection week in **physical education**. The Year 2 lesson was good. Pupils were very motivated by the tasks set and were increasingly challenged. Achievement was good and standards were in line with those expected nationally. The Year 6 lesson was a whole year group dance lesson, taught by both year group teachers. Teaching and learning were very good and pupils' attainment was in line with expectations. The teachers' very enthusiastic approach to the lesson motivated the pupils, who worked very well together. By the end of the lesson each group of pupils was able to sequence a dance based on the sporting activities they took part in during a residential visit, without further instruction from the teachers, and to constructively evaluate their own performance and the performance of others.
77. Swimming is taught to Year 3 pupils, who use a local public swimming pool. By the end of Year 3 most pupils are able to swim the minimum expectation of 25 metres that is set nationally for Year 6 pupils. However, the majority exceed this. Those who do not achieve 25 metres continue swimming lessons in Year 4 until they are able to swim 25 metres. School teams have successfully taken part in national swimming championships.
78. The school offers an excellent number of after-school sporting activities for pupils, which is also addressing the government initiative of two hours a week for pupils in Physical Education, School Sports and Clubs (PESSCL).

Music

The provision for music is **good**.

Main strengths and weaknesses

- Standards are above those normally seen and pupils achieve well.
- Very good use is made of specialist teaching to ensure that all pupils have access to a high quality curriculum.
- There are many opportunities for pupils to learn beyond lessons.

Commentary

79. By the end of Years 2 and 6 pupils reach standards that are above those expected nationally. Pupils sing enthusiastically and compose their own music, often reviewing the work of others so that compositions can be improved. They use a wide variety of instruments and are confident when playing these and composing music. By the end of Year 6, pupils have written their own songs and listened to a variety of composers.
80. Teaching and learning are good throughout the school. The necessary skills and knowledge are taught systematically so that pupils can make good progress year on year. The use of the specialist music teacher is very good as it ensures that all pupils have equal access to high quality teaching. This results in good achievement for all pupils because work is well planned and based on very secure assessments of what pupils know can already do. For example, pupils in Year 5 used their knowledge of feelings that music can generate to begin to compose their own music about the moon and planets. The teacher used ICT very well so that the pupils could see images of man's first moon landing to give them inspiration.
81. The subject is well led and managed. There are many opportunities for the pupils to learn beyond lessons and this has a significant impact on the standards reached in the school. The

choir performs at many local events and the pupils are very enthusiastic about learning. There has been good improvement since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

82. The school places very good emphasis on pupils' personal, social and health education. Pupils learn about the dangers of the misuse of drugs and of the importance of eating healthily. Through well-planned science lessons they learn about their developing bodies and how to cope with the changes they will experience.
83. The school council plays a major part in the pupils' social development and the ideas that are generated from the meetings are acted upon wherever appropriate. This has resulted in the 'friendship benches' that are in the playground. When talking to pupils they are sure that they have a voice within the school. All adults in the school are very good role models for the pupils and form very good relationships with them. This contributes significantly to the pupils' personal and social development.

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 | 3 |
| 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 | 1 |
| Accommodation and resources | 2 |
| 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 | 3 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 2 |
| The governance of the school | 2 |
| The leadership of the headteacher | 2 |
| 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).