

# INSPECTION REPORT

## **HASSOCKS INFANT SCHOOL**

Hassocks, West Sussex

LEA area: West Sussex

Unique reference number: 125933

Headteacher: Mrs C Keith

Lead inspector: Mr P Evans

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> November 2003

Inspection number: 256356

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant school
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	171
School address:	Chancellors Park Hassocks West Sussex
Postcode:	BN6 8EY
Telephone number:	01273 842549
Fax number:	01273 846793
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Cumberland
Date of previous inspection:	April 1998

## CHARACTERISTICS OF THE SCHOOL

Hassocks Infant School provides education for 171 children aged 4 to 11 years of age, 91 girls and 80 boys. At the time of the inspection, 36 children were attending the school's reception class part time, 18 of these will join the school full time after Christmas and the remainder will become full time after Easter 2004. The vast majority of children live in Hassocks, although a small number of children live in villages within the area. There are no pupils in the school for whom English is an additional language. The proportion of pupils who have been identified as being eligible for free school meals is below the national average. Although the proportion of pupils on the school's special educational needs register is well below the national average, the proportion with a statement of special educational need is above the national average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20737	Mr Paul Evans	Lead inspector	English as an additional language Mathematics Information and communication technology Physical education
9542	Mr Brian Jones	Lay inspector	
20646	Mrs Margaret Palmer	Team inspector	Foundation Stage curriculum Science Art and design Design and technology
15015	Mr Mike Wehrmeyer	Team inspector	Special educational needs English Geography History Music Religious Education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of Hassocks Infant School is very good.** This is a happy and successful school with a very good ethos. Very good teaching ensures that all pupils achieve very well and are fully prepared for the next steps in their education. Standards in English and literacy, mathematics and numeracy and in science are well above average at the end of Year 2. Medium and long-term planning and excellent assessment fully promote pupils' learning in these and in all other subjects taught. The monitoring of teaching and learning by subject co-ordinators is fully in place and supports high level provision very well. The excellent vision and leadership of the headteacher promote very good leadership and management in the rest of the school. The school promotes good attitudes and behaviour among all its pupils. **It provides very good value for money and offers a very good level of education to all its pupils.**

The school's main strengths and weaknesses are:

- The excellent educational vision of the headteacher and her skills in teambuilding and prioritising issues for action.
- The headteacher's commitment to equality of opportunity and the needs of individual pupils is excellent.
- The monitoring of data, self-evaluation, reviewing patterns and taking action are excellent.
- The use of information and communication technology (ICT) to help pupils to learn other subjects is good.
- The quality of teaching and learning is very good.
- There is very good provision for learning for children in the Foundation Stage and for those with special educational needs.
- There are some occasions when the quality of marking does not reach the highest standards seen in the school.
- The monitoring of the quality of teaching and pupils' achievement is at a high level.
- The leadership and management of the governing body are very good.
- The strategies for transfer between classes and into the next stage of education are excellent.

**Since the last inspection the school has made very good improvement.** The standards that pupils reach have been raised in most subjects. Standards have been raised in the Foundation Stage. The quality of the leadership and management of the school has been raised even further. The relationships with parents and partner institutions have been improved, and all the issues raised in the last inspection report have been dealt with well or very well.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	B	A	A
writing	B	B	A	A
mathematics	D	B	A	B

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 achieve well in the Foundation Stage. Overall achievement at the end of Year 2 is very good.** The attainment of children joining the school fluctuates from year to year but is **average overall**. Children in the Foundation Stage reach standards which are **above expectations** by the end of the reception class in all areas of learning. **At the end of Year 2, standards in English, mathematics and science are well above national averages** because of very good quality

teaching and excellent assessment, targeting and tracking of pupils' progress throughout Key Stage 1.

Pupils' attitudes and behaviour are **good** throughout the school and their spiritual, moral, social and cultural development **is very good overall**.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **very good**. The quality of teaching is **very good overall**. Teachers throughout the school establish high-quality relationships with pupils and provide exciting activities. The ethos of the school is very good. Pupils respond well and have good and sometimes very good attitudes to their work. The quality of learning is very good throughout the school.

The quality of the curriculum offered to pupils is **very good**. There is a very good range of extra-curricular activities. The level of care and welfare offered to all pupils is **excellent** and they receive **excellent support and guidance**. Procedures for child protection, health and safety are **excellent**. The school has **very good** links with parents and the community and **excellent** links with other schools.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the headteacher **are excellent**. The headteacher has a very good educational vision for the school and she promotes **very good** leadership and management amongst the staff and the governing body. Financial management and monitoring are very good and governors know the strengths and weaknesses of the school.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

**Parents have very positive views of the school.** In questionnaires, at their meeting with the lead inspector and when spoken to during the inspection, parents were very complimentary about the school.

**Pupils are pleased with their school.** They have great confidence in all adults working in the school. They love coming to school and they enjoy their learning experiences.

## **IMPROVEMENTS NEEDED**

The most important thing that the school should do to improve is:

- raise the quality of all marking to the highest levels seen within the school.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

By the time that they leave the school, all pupils **achieve very well**. All groups of pupils in the **Foundation Stage achieve well**. Achievement in Years 1 and 2 is good, and standards at the end of Year 2 are well above average in English, mathematics and science. Standards in ICT are above expectations.

#### **Main strengths and weaknesses**

- Pupils' achievement is very good by the time they leave the school.
- At the end of Year 2, in the 2003 national tests, the school's results were well above the national average in reading, writing and mathematics.
- All children in the Foundation Stage achieve well in all six areas of learning.
- The quality of teaching is very good, and the procedures for assessment and the use of assessment information are excellent.
- There are occasions when the marking of work does not reach the high quality seen in most books.
- The promotion of equality of opportunity is excellent.
- Across the curriculum there has been very good improvement since the last inspection.

#### **Commentary**

1. Children's attainment is average when they join the school. Children in the Foundation Stage exceed the expectations in most areas of the Early Learning Goals for their age (ELGs) because of very good provision, high expectations and very good teaching. Achievement in the Foundation Stage is good. This good achievement is further built upon in Years 1 and 2 and pupils' achievement on the levels of attainment with which they enter Year 1 is good and they leave the school with standards that are well above average in reading, writing and mathematics. From the time that they join the school to the time that they leave, their achievement is very good overall.
2. The 2003 national test results show that by the end of Year 2 in reading, writing and mathematics pupils' standards were well above the national average. In comparison to pupils in schools with a similar entitlement to free school meals, these results were well above average in reading and writing and above average in mathematics. Teacher assessments in science showed that the percentage of pupils reaching Level 2 and above was in the top 5 per cent nationally. The percentage who reached the higher Level 3 in reading, writing, mathematics and science was well above average.
3. This high level of achievement is because the quality of teaching throughout the school is very good. Teachers' expectations are high for both the amount and quality of work that pupils do. The marking of pupils' work is usually good or very good, with written comments praising pupils for their efforts or showing them how they can improve further. However, there are occasions when marking is not up to this high standard which means that some opportunities to promote pupils' progress and achievement are missed. The procedures for assessing pupils' progress are excellent. The way that teachers use assessment information to set challenging targets and to track pupils' progress throughout the school is of very high quality. This very good teaching promotes high standards and is fundamental to the standards that pupils reach and their very good achievement.
4. There is excellent commitment to equality of opportunity throughout the school and pupils with special educational needs make the same progress as their classmates because of the very good work of the co-ordinator for special educational needs (SENCO), the very good support offered by teachers and learning support assistants and the very good use of the well-written



individual education plans in lessons. These pupils also achieve very well by the time that they leave the school.

- Standards in reading, writing, mathematics and science are now well above expectations throughout the school. Standards in art and design are also well above expectations. Standards in history, geography, physical education and ICT are above expectations, and ICT is well used to teach other subjects. Standards in music and design and technology are at least in line with expectations and the standards expected in the locally agreed syllabus for religious education are met. Improvement since the last inspection has been very good. This impacts very well on pupils' overall achievement.

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

Standards in:	School results	National results
Reading	17.7 (16.8)	15.7 (15.8)
Writing	16.5 (15.0)	14.6 (14.4)
Mathematics	17.7 (17.1)	16.3 (16.5)

*There were 54 (51) pupils in the year group. Figures in brackets are for the previous year*

**Pupils' attitudes, values and other personal qualities**

Attitudes and relationships are **very good** and behaviour is **good** because of the **very good** spiritual, moral, social and cultural provision. Attendance and punctuality are **good**.

**Main strengths and weaknesses**

- The school's very good ethos leads pupils to enjoy their learning and produce good work.
- Pupils understand the difference between right and wrong because of the very good moral provision. They follow the 'golden rules' and behave well.
- Cultural provision is strong.
- Staff build very good relationships in and with their classes.
- Attendance is good.

**Commentary**

- Spiritual provision has improved since the previous inspection. The school has a very good ethos and pupils develop very good interest in their learning. Parents say their children are happy at school and think their teachers are wonderful. Pupils have moments of awe and wonder in several subjects, including music, art and religious education. They showed delight at the unusually colourful patterns of the autumn leaves around the school. They recently celebrated this beauty in their poems and their artwork. This level of spirituality positively promotes pupils' learning and their very good achievement.
- Very good social provision starts in the Foundation Stage. Throughout the school, pupils work very well together well in pairs, groups and classes. 'Playground Friends' look out for pupils who look lonely in the playground and help them feel included in the games. The school development plan schedules the establishment of a school council. This is intended to further build pupils' sense of responsibility and citizenship.
- The school has very good procedures to promote good behaviour. Pupils understand the difference between right and wrong. They behave well in lessons and around the school. Pupils start with 20 minutes' 'golden time' a week. They try hard to preserve this by following the 'golden rules'. Some pupils have behaviour difficulties, and sanctions include the loss of 'golden time'. Pupils who have lost 'golden time' can win it back as a reward for good work and

behaviour. Bullying is rare, but some parents mentioned it at the pre-inspection meeting. Other parents said the school resolves it very well. The school did not make any exclusions during the past year. Pupils' good behaviour and attitudes to work positively promote the very good standards that they reach and their very good achievement.

- Cultural provision was a strength in the previous report, and continues to be very good. Nearly all pupils are from a White British background. The school works hard to prepare them to live in Britain's multicultural society. It has extensive displays from other countries and other faiths. Hindu pupils from a school in Crawley came to tell Hassocks pupils about Diwali. They brought beautiful Rangoli patterns with them, and shared Indian food. As part of the school's African studies project, pupils learned to sing a two-part song in the Shona language. This promotes very good cultural development and significantly promotes pupils' achievement.

## Attendance

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

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

- Attendance at Hassocks is good. It is 0.6 per cent above the national primary average, and infants' attendance is usually below that of older pupils. All pupils self-register. The younger classes mark their names on a display board. Year 2 pupils type directly into the computer system, practising their keyboard skills. Parents give good support. Almost all pupils arrive punctually for registration at 9.05. This supports pupils' learning and achievement well.
- Pupils who have special educational needs maintain a positive self-image as they are enabled to achieve success in their work. Their behaviour is often very good. Support assistants encourage the pupils to concentrate, and to tackle challenging tasks with determination.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

### Teaching and learning

The quality of teaching and learning is **very good overall**.

### Main strengths and weaknesses

- The quality of teaching in lessons is good overall.
  - The excellent system for assessment and the high quality use made of such information.
  - On some occasions the quality of marking is not as good as is usually seen in the school.
  - Teachers' subject knowledge and understanding are very good.
  - The effectiveness of teachers' planning is very good.
  - The effectiveness of teaching methods is very good.
  - The use of teaching assistants and other support staff is very good.
  - The way that equality of opportunity is promoted is excellent.
  - The acquisition of skills, knowledge and understanding is very good.
  - Pupils' application and productivity are very good.
  - Children who are a cause for concern are identified early.
- Overall, the standards of teaching are very good. The quality of teaching seen in most lessons is good with some which is very good. The way in which most lessons are taught is good as a

result of the good level of subject knowledge shown by teachers. The quality of lesson planning is very good. However, from looking at pupils' past work, it can be said that teachers have very high expectations for the amount and the quality of work that pupils do. They use the school's excellent procedures for the assessment of pupils' progress to set challenging targets for pupils and to track their progress towards their targets. Teachers show very good knowledge of individual pupils' attainment and plan work which matches their needs well. The marking of the great majority of pupils' work is very good, giving written praise and often guiding pupils on how they can improve further. A small amount of marking does not reach this high standard and when this happens, pupils' learning is slowed.

13. The way pupils are encouraged and engaged is very good, and the expectation of achievement in the majority of lessons is high. Teachers are very good at employing a variety of teaching methods. Resources are invariably used effectively to illustrate new learning. Taking the school as a whole, skills in managing pupils are good, and overall, very effective use is made of teaching assistants and support staff in lessons. The consistent use of homework is well established. The school puts great emphasis on promoting equality of opportunity. These factors promote pupils' learning, the standards that they reach and their achievement very well.
14. Pupils' learning is very good. Overall, pupils' development of skills, knowledge and understanding is much better than in many schools. The amount of work completed by the majority of pupils is very good. Pupils demonstrate well developed skills of independent learning. Information gathered from the assessments of pupils' progress is used very effectively by teachers to help them to plan what is to be taught next. Outstanding use is made of these records to support pupils' learning and to help plan work that is closely matched to their abilities and pupils' academic progress is monitored extremely well. These policies are implemented uniformly throughout the school and teaching includes excellent procedures for assessment, recording and monitoring attainment and progress. The assessment process is fully supported by extremely well presented portfolios of pupils' work, in foundations subjects<sup>1</sup> as well as in English, mathematics and science. Overall, pupils' understanding of how they can improve is very good and this has a very positive effect on their learning and achievement.
15. The teaching of pupils who have special educational needs is very good. Close teamwork between class teachers and support assistants enables them to transfer instructions and information about pupils' progress effectively. The staff use the pupils' individual plans very effectively in a system known as 'blue zippy files'. These enable staff to work to very precise targets and monitor progress frequently. The identification of children who are a cause for concern as early as the reception class is good practice and has a very good effect on their learning and achievement.

**Summary of teaching observed during the inspection in 22 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	13	3	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.*

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<sup>1</sup> Foundation subjects are those other than English, mathematics, science and ICT.

## The curriculum

The breadth of curricular opportunities is **very good**. Opportunities for enrichment are **very good**. Accommodation and resources are **very good**.

### Main strengths and weaknesses

- The preparation for later stages of education is excellent.
- The innovative curriculum for the Foundation Stage is very good.
- The strong emphasis on basic skills in English and mathematics has enabled the school to recover its high standards.
- There are frequent very good opportunities for enrichment.
- The school makes very good provision for pupils who have special educational needs, as well as those who are gifted and talented.
- The accommodation and the use of learning resources contribute very well to raising standards.

### Commentary

16. Excellent curriculum leadership by the headteacher has enabled the school to improve its provision significantly since the previous inspection. The curriculum is like the 'Hassocks' Oak', strong, secure and all-embracing. All phases of planning are at a very high level. Teachers give a very strong emphasis to the learning steps for the basic skills in English and mathematics. As a result, standards have risen in recent years. The curriculum for the Foundation Stage is particularly well-planned to lead children to rapid achievement of their early learning goals. It involves an innovative approach to pupils' involvement in their own learning that promotes a good sense of independence and confidence. The headteacher's overall planning for the curriculum, based on national guidelines, is a very useful guide to ensure progression and avoid repetition. It also ensures a very good balanced coverage of all subjects. The staff have a wholehearted commitment to raising standards throughout the curriculum. Consequently, they identify aspects they would like to improve, such as the planning for the teaching of writing, to obtain a better quality of writing. This promotes very good learning and achievement for all pupils.
17. As well as a very good overall balance to the broad curriculum, the school provides very good depth by a strong programme of enrichment linked to educational visits and visitors. Participation in sports and the arts also adds to the pupils' widening experience. Overall these influences help to raise their standards in most subjects, particularly history, geography and religious education. Teachers build many good opportunities into their lesson plans for pupils to use and develop their literacy and numeracy skills, such as measurement and recording in science and design and technology. An outstanding programme of joint planning and other links with the junior school helps pupils to experience a smooth transition. The transfer is closely monitored and has proved to contribute to improved standards and achievement in Year 3.
18. Provision for pupils who have special educational needs has improved well since the previous inspection and is now very good. The planning behind the provision is exemplary. The pupils' individual education plans are skilfully woven into the general lesson planning. The individual targets in the plans are clearly defined, focus sharply on individual needs and contribute well to the pupils' progress. The very good arrangements for more able and talented pupils enable them to achieve well in relation to their starting points. The bright, attractive accommodation reflects the school's strong ethos of care and learning, and encourages pupils to want to work hard. The teachers use the very wide range of resources particularly well to transfer their focus from teaching to learning. This positively promotes very good achievement and high standards.

## Care, guidance and support

The school provides **outstanding levels** of care, welfare, health and safety for its pupils. The pupils receive **excellent support, advice and guidance**. The school makes **good** arrangements to involve pupils in its work.

## Main strengths and weaknesses

- Health and safety procedures are exceedingly rigorous and thorough.
- Exceptionally effective and sensitive induction procedures promote a very constructive partnership between home and school.
- Pupils receive very timely and practical advice and guidance.

## Commentary

19. Pupils and staff work in a safe, secure and very well maintained school. The school is very active in seeking to identify and to minimise any potential risks to pupils and staff, in lessons and during visits out of school. Very good arrangements are in place to ensure that routines are carried out scrupulously. Procedures are regularly monitored and reviewed and staff are kept up to date. This positively promotes a secure learning environment in which pupils achieve very well.
20. Excellent arrangements are in place to ensure that children starting school settle very securely into the reception class. These include a comprehensive programme of visits for children with their parents or carers and with children from their pre-school setting. The school is also developing a good range of strategies to ensure that children are well supported at transition time between year groups and when they transfer to their junior school. This has the effect of further promoting high standards and very good achievement.
21. The school consistently guides pupils and promotes their good behaviour, introducing them to the Golden Rules from their first days in school. The staff value each pupil's individual efforts and achievement. These are recognised readily with praise and encouragement, as well as more formally in the weekly Achievement Assembly. As part of their regular personal, social, health and citizenship education (PSHCE) lessons, pupils discuss a wide range of personal and general issues. These arrangements ensure that pupils have valuable opportunities to express their personal views and concerns, confident in the knowledge that they are listened to sensitively. This confidence positively promotes their learning and achievement.
22. The teachers monitor the progress of pupils who have special educational needs exceptionally well. The regular reviews of progress are valuable occasions for staff to extend support and guidance to pupils on their work and behaviour. The school draws well on the expertise of specialist services for more detailed diagnostic testing and support. The school now has very good links with the junior school. This creates a smooth transfer to the pupils' next stage of education, and enables them to settle quickly and confidently, ensuring that their very good achievement is continued.

## Partnership with parents, other schools and the community

The school's **excellent** link with the junior school and the **very good** links with parents and the community are of great benefit to pupils' learning.

## Main strengths and weaknesses

- Outstanding links with the junior school help pupils sustain high standards when they move there.
- Very good links with parents enable them to play a full part in their children's learning.

- Many local organisations and individuals feel Hassocks is 'their school'. Very good links with the community do much to extend pupils' learning opportunities.
23. The school has excellent links with other local schools, especially with the junior school. This report describes in the section headed 'Outstanding Practice' how the two schools sustain the high quality of pupils' writing when they transfer. As 'Partner Schools' they now plan similar co-operation in mathematics. Staff of the two schools share information about the achievements of classes, groups and individuals. The infant school provides the summer fair and the junior school hosts the Christmas fair. The school works closely with other schools in the local 'family'. It participates in research on effective practice in reception classes. It welcomes teacher trainees and work experience students from secondary schools.
  24. The very good partnership with parents is at the heart of their children's learning. The school states that parents are 'their child's first and foremost educator'. Parents of children joining the Foundation Stage come into the classroom to help in the early days. Parent volunteers help in class in all three years. In the summer term, parents meet the new class teacher for half an hour. They get a booklet outlining what happens in their specific year. Teachers brief them on topics every term. Twenty-five parents recently came in for a 'writing workshop'. The prospectus and the governors' report are clear and readable. Annual reports fully review the child's individual progress. There are frequent newsletters. Parents read regularly with their children and give good support to the other homework. Families are a rich source of historical detail. For example, a great great great grandfather invented differential gears for bicycles and received a gold watch from Queen Victoria. A grandmother remembers how she walked to Hassocks School across the fields. Provided she reached it before the bell stopped ringing, she was in time!
  25. The parents of children who have special educational needs are fully involved in the procedures at each stage. The school keeps them well informed of their children's progress. Parents are particularly delighted with this area of the school's work.
  26. Very good partnerships with the community give extra dimensions to pupils' learning. Many different organisations and individuals sponsored the school's 80 story sacks. Parents made costumes for characters in the stories. Families enjoy the story sacks particularly because they know the people who provided them. Townspeople come in and answer pupils' questions about life in the old days. Talented musicians frequently play in school. Pupils give time to people in the community. They participate in the 'Keep Hassocks Tidy' campaign. They distribute spring parcels to elderly residents and invite them in to view the school's work at harvest time. They sing carols at Christmas. These activities build pupils' confidence and understanding of their responsibilities as citizens.

### **Example of outstanding practice**

#### **An innovative partnership enables pupils to sustain high standards in writing between the end of Years 2 and 3.**

Year 2 pupils move from Hassocks Infant School to Windmills Junior School. Nationwide, many Year 2 pupils make little progress in writing during Year 3. Significant numbers dip downwards.

The two schools participate in West Sussex's 'transition and transfer' project. The headteachers, co-ordinators and class teachers share information. They identify gaps in pupils' skills. Spelling was a weakness in the older classes. Infant teachers now pay close attention to spelling.

Nationally, boys do not write as well as girls and they need more stimulation. The schools achieve this with a combination of learning styles. Pupils see and hear letters. They feel their shapes. They move to simulate sounds and express ideas.

The two schools compared the writing levels of the 55 Year 3 pupils with their national test results a

year before. Twelve pupils had improved by a whole level (the amount expected in two years). Only four pupils had dipped, each by one third of a level. These results are literally exemplary, and the schools now make presentations to other schools. A Year 3 parent says, 'The transition has been brilliant.'

## **Leadership and management**

**The leadership and management of the school are very good.** The headteacher provides **excellent leadership**. The school is **very effectively managed** and the governance of the school is **very good**.

## **Main strengths and weaknesses**

- The headteacher is an outstanding leader who very successfully promotes the school's aims to value and celebrate all pupils as unique individuals and to enable them to reach their full potential.
- The headteacher generates a very clear sense of common purpose and commitment to improvement in the school.
- The governing body plays a very valuable part in the everyday life of the school, its self-evaluation and strategic planning.
- Prudent financial planning is very securely linked to the aims and values of the school and to the drive to raise standards.

## **Commentary**

27. The headteacher promotes a wholehearted commitment to placing the individual needs of the children at the heart of all the school's work. As a result, the children feel secure, gain significantly in confidence and make very good progress in their learning. The capacity of the school to provide a model for development by other schools is recognised and from time to time the school hosts visitors who come to observe their good practice.
28. The headteacher very effectively raises the aspirations of staff and governors and inspires a very strong sense of teamwork throughout the school. Teachers, support staff and governors know what they are working towards and are clear about their roles and responsibilities. There is great emphasis on training and professional development at all levels and staff and governors are very effectively supported by relevant guidance and attendance on carefully selected courses. These factors very effectively support the determination and capacity of the school to improve the quality of education provided for the children and so raise achievement.
29. The headteacher is co-ordinator for special educational needs provision. The leadership and management of the provision are first rate. All aspects are running smoothly, and the money allocated is very well spent.
30. The governing body conscientiously oversees the school's work and holds it to account for the standards that it achieves. Governors are actively involved in the life of the school and very well informed through their subject or year group links and planned, monitoring visits. As a result, they have a very keen understanding of the school's strengths and areas for improvement. They are actively involved in setting clear priorities for development based on the outcomes of the school's rigorous systems of self-review and self-evaluation. With the headteacher and staff, the governing body has very successfully addressed the issues raised in the previous report by improving school development planning and outdoor learning opportunities for Foundation Stage children. This supports pupils' achievement and the standards that they reach very well.

### Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	330,640
Total expenditure	326,649
Expenditure per pupil	1,968

Balances (£)	
Balance from previous year	9,017
Balance carried forward to the next	3,991

31. Very careful financial planning supports the school's educational aims and values. All spending is diligently monitored and the school uses its budget very efficiently. The headteacher and key staff systematically track pupils' progress through the school and monitor achievements by comparing results with schools nationally and with pupils' prior attainment. The school is proud of its rising standards and its determination to continue to improve drives the allocation of available resources. The school's commitment to ensuring that children have a very good start in school is exemplified by its judicious use of funding to preserve teachers' staffing levels. This significantly contributes to pupils' very good achievement in school.



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **very good**.

32. The children join the school with average skills. Teaching is very good and this promotes the children's very rapid progress in learning when they enter the reception class. Teaching is particularly successful and the children achieve very well in personal, social and emotional development. The co-ordinator very effectively leads the Foundation Stage staff who work as a very purposeful team. The nursery nurse and classroom assistants support groups and individuals very sensitively and promote the children's learning very effectively. Teachers' planning incorporates all areas of learning and provides a carefully structured balance of opportunities for all children, including those with special educational needs, to engage in activities planned by adults and those that they initiate themselves. The teachers and support staff assess and record the children's skills very thoroughly. They systematically use the information they gain to identify individual children's development and learning priorities. This successfully promotes their achievement so that they are on course to exceed the early learning goals for children of their age.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- The arrangements for introducing children to school life are excellent.
- The teachers, nursery nurse and teaching assistants value each child's efforts and very effectively boost their confidence and independence.
- The children co-operate very well with the staff and with each other.

#### **Commentary**

33. The teachers, nursery nurse and teaching assistants successfully ensure that each child feels included and valued so that they settle very securely into the reception class. Arrangements include a programme of very well planned opportunities for parents or carers and children to meet the staff and become familiar with the setting before joining the school. In addition, parents or carers meet their child's teacher to share their views on the child's progress and development during their first term in the reception class. These arrangements very successfully promote a smooth transition between home and school. The teachers, nursery nurse and teaching assistants ensure that the reception class is very welcoming and classroom systems are firmly established. As a result, all boys and girls, including those with special educational needs, quickly grow in assurance in their approach to activities and daily routines.
34. The teachers, nursery nurse and teaching assistants consistently give lots of individual praise and encouragement so that the children are motivated to do their best and show pride in what they have achieved. Teachers plan activities that successfully extend the children's social skills, such as helping one another with coats and aprons, sharing and turn-taking. Collective worship often focuses on introducing the children to one of the school's Golden Rules, such as 'Do be kind'. These arrangements very successfully build the children's self-esteem and promote their confidence in learning and in their relationships with others. This promotes very good learning and achievement.

35. The teachers, nursery nurse and teaching assistants have consistently very high expectations of the children's involvement and behaviour. The children quickly learn what is expected of them. They respond readily by accepting the boundaries that are set in school. They settle calmly to tasks and maintain interest, when working independently and as part of a group. They handle books and equipment carefully. They respond promptly to instructions and quickly learn to clear away equipment. They behave sensibly when they move around school, as when they go to the hall for a physical education session. The very evident teamwork of the adults in the reception class gives the children a very effective model of co-operation, concern for others and a thoughtful approach to work. This forms a secure basis for the constructive relationships evident throughout the school. The very good provision for children's personal, social and emotional development promotes very good learning and achievement.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- The teachers plan frequent, well-structured opportunities for children to talk to adults and each other.
- Children enjoy sharing stories and rhymes. They take books home regularly.
- The teachers successfully promote children's writing skills through imaginative activities.

### Commentary

36. The children have regular opportunities to talk purposefully to adults and each other, as during regular, *Circle Time*<sup>2</sup> activities, when children sit with an adult and take turns to answer well-directed questions and talk without being interrupted, if they wish. The teachers and support staff consistently take every opportunity to extend the children's vocabulary. These arrangements successfully promote the children's concentration and extend their speaking and listening skills. As a result, children make good progress in developing their competence. They gain confidence in speaking in small and larger groups and exceed the standards expected for their age.
37. The teachers plan frequent, well-structured early reading activities that successfully stimulate children's interest and awareness that books are fun and informative. They begin to associate letters and sounds and recognise familiar words. From their earliest days in school, the children regularly take home a range of books and activities to share with their parents. This very effectively boosts their confidence and achievement so that the children develop good early reading skills and are on course to attain above average standards by the end of their reception year.
38. The staff consistently encourage the children to talk about their work and often write down what they say. The children also enjoy retelling and illustrating their favourite stories, whilst their teacher acts as scribe. These activities successfully promote children's awareness of writing as a means of recording and communicating. The children regularly practise writing patterns, learn to form their letters carefully and engage in increasingly challenging writing tasks. By the end of the reception year, many children attain above average standards. They write their own names and simple words, phrases and sentences independently. Children's achievement in communication, language and literacy is good.

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<sup>2</sup> During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The children make good progress in counting and recognising numbers.
- The teachers plan stimulating activities that successfully promote children's mathematical development alongside other areas of learning.

### **Commentary**

39. The children develop a good sense of number, order and sequence through regular counting routines. The teachers carefully plan a wide range of games and practical activities that very successfully boost the children's confidence and encourage them to practise and extend their skills. For example, counting-on games effectively develop the children's ideas of early addition and subtraction. They eagerly join in number rhymes and counting songs, which successfully reinforce their learning so that they are on course to exceed the early learning goals by the end of their reception year. They achieve well.
40. The children engage in thoroughly prepared activities, such as preparing vegetable soup or making and cutting honey sandwiches, which reinforce and extend their counting and measuring skills and their knowledge of two-dimensional shapes. The children also have very good opportunities to compare, match and sort vegetables and begin to recognise coins whilst playing in the *Greengrocer's Shop*. Such activities successfully extend their knowledge and understanding of the world and support their physical development. They also encourage children to see learning as fun.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in this area of learning is **very good**.

### **Main strengths and weaknesses**

- The children acquire a secure knowledge and understanding of the world through practical activities and well-planned topics.
- The teachers very effectively use ICT to support and extend the children's learning experiences.

### **Commentary**

41. The children learn about the properties of sand, water, clay and dough by handling and working with them. The children's curiosity is very successfully promoted as staff consistently encourage them to talk about their discoveries and experiences. They make very good progress in learning about living things through active involvement in planting and caring for flowers and vegetables. They visit the school pond and take carefully planned walks in the school grounds, as when they focused on the sounds and colours around them. The teachers successfully extend children's experiences by arranging stimulating visits and visitors in the course of the year. For example, a local farmer visits with lambs in the spring and children visit the Sealife Centre in the summer term.
42. The teachers plan a very stimulating range of opportunities for the children to use a computer, such as creating patterns using a 'paint box' program. They confidently approach a range of simple computer programs and competently use the mouse to select and move words and pictures on the screen. In this way, the children extend their computer skills whilst reinforcing other areas of learning. For example, they strengthen their mathematical development by

creating images using two-dimensional shapes. As a result, the children attain above average standards and their achievement is very good.

## **PHYSICAL DEVELOPMENT**

Provision for children's physical development is **very good**.

### **Main strengths and weaknesses**

- The teachers plan a wide range of opportunities to promote the children's physical skills.
- The children have direct access to a secure outdoor area that provides valuable opportunities for them to learn by working on a more active scale than is possible indoors.

### **Commentary**

43. Within the reception classrooms, the children frequently use a wide range of equipment, such as jigsaws, large and small construction materials and simple tools, including scissors, which successfully promote their manipulative skills. All staff sensitively support and encourage the children so that they work carefully and safely. They participate regularly in physical education sessions in the school hall, including opportunities for activities with the 'parachute'. The children follow instructions very promptly and behave very sensibly. They demonstrate above average co-ordination, control and awareness of space, as they manipulate and move with the 'parachute'.
44. The very well planned and resourced outside play area provides the children with daily opportunities for vigorous and imaginative play. This marks a significant improvement since the last inspection. Children manoeuvre wheeled vehicles skilfully. They co-operate well and take turns when required to do so. They have opportunities to climb and balance on the very good quality 'adventure trail' equipment. Children also build large-scale models, such as rockets, which promote their creative development. The very good provision enables pupils to reach standards which are above expectations by the time that they join Year 1. Their achievement in the Foundation Stage is good.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The teachers plan thoroughly to ensure that the children have opportunities to engage in a very stimulating range of creative activities.

### **Commentary**

45. The children develop good creative skills. They join in readily with action songs and number rhymes, building up a wide repertoire. The children have ready access to very good quality percussion instruments and have carefully planned opportunities to extend their musical development in both independent and adult led activities. As a result, they make good progress in learning the names of musical instruments and exploring and changing the sounds that they make. The children are very keen to be involved and co-operative very sensibly. The children confidently mix powder paints to create different colours. They print, use pastels and stick paper, card and fabrics to create collages. The staff support and encourage all children's involvement and successfully promote their awareness of pattern and texture. The staff provide well-thought out role-play areas in classrooms and outdoors. They regularly adapt them to reflect the themes of the children's work, for example as the elves and the shoemaker's workshop or the house of the *Three Little Pigs*. This very successfully engages children's interest, encourages collaboration and promotes their use of imaginative language.

These activities promote standards which are above expectations by the time that children join Year 1. Their achievement is good.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- Well above average standards in reading and writing.
- Pupils' formal listening and speaking skills are not as well advanced.
- Very good teaching and a curriculum that values pupils' independence.
- Very good subject management and the school's action to develop the subject.
- Very good use of a wide range of assessment procedures and analysis of data.
- Not all marking of work is of an equally high standard.

#### **Commentary**

46. The very good subject leadership has enabled the school to respond effectively to the key issues from the previous inspection. It has also enabled the school to recover from the dip in standards in 2001 to its former very high levels. The work seen indicates that pupils are on track to reach well above average standards in reading and writing by the end of Year 2. This is good achievement. Standards in speaking are above average because many pupils are articulate. They make good progress because they use the opportunities that teachers provide well, to practise the extended vocabulary they hear. A small number of pupils are more reticent and do not reach these high levels. The teachers' analysis of the 2001 dip found that pupils had difficulty settling in to their new classes at the start of the year. New transition arrangements are beginning to overcome this difficulty. Many pupils listen well to their teachers and to each other. However, a significant number find it difficult to listen, particularly to the early parts of lessons. Consequently, standards of listening are average overall, and achievement is satisfactory.
47. Teaching is very good. Teachers have made a good start to the year and the work analysis provided indicates that the pace of work rises rapidly as the year progresses. The particular strength in the teaching is the very effective use of assessment information to ensure that all groups are suitably challenged. This particularly benefits pupils who have special educational needs. Their work is well matched to ability and consequently, with the very good support of teaching assistants, they make very good progress in basic skills and achieve as well as their peers. The programme of work arranged for the more-able pupils is also suitably challenging, and encourages them to work independently outside the classroom.
48. The teaching of reading is very good. Teachers promote a love of reading. They use the excellent resources of the 'story sacks' very effectively to give pupils a wide range of experience. They focus equally well on the basic sounds of letters and letter blends, giving pupils essential strategies for doing this. They particularly value the support that parents give their children at home and in school. This contributes considerably to pupils' enthusiasm and to their rate of progress. Teachers monitor pupils' progress very closely and they are quick to identify anyone who may be falling behind. Consequently all groups of pupils experience success and are achieving well.
49. The teaching of writing is very good. The Year 1 teachers use the excellent records from the reception class to place pupils at exactly the right level. By a mixture of very high expectation and very well directed tasks, the teachers ensure rapid progress. Again the link with home is very valuable. For instance, the parents' writing about their childhood experiences serves as a

strong model to enhance motivation and ideas. Year 2 teaching extends the pupils' range and quality of vocabulary well. By the end of Year 2, pupils reach well above average standards, and achieve well. The school is determined to raise the quality of writing further. Teachers have embarked on an ambitious programme to provide pupils with more stimulating experiences to impact more directly on their imaginative responses. This involves:

- breaking away from a too rigid use of the literacy hour structure;
- emphasising drama to link pupils' speaking and listening more closely to writing;
- extending the marking of pupils' work to give them a greater insight into their own levels and ways to improve; and
- expressing tighter targets for the quantity and quality of work that pupils produce in some lessons.

### **Language and literacy across the curriculum**

50. Teachers provide a very good range of systematically planned opportunities for pupils to practise and use their language skills. For instance, the Year 1 pupils use their writing skills exceptionally well to record their work in science. Year 2 pupils also use their reading skills well to research topics in history and geography.

### **MATHEMATICS**

Provision in mathematics is **very good** because it is well planned and taught throughout the school and the pupils achieve very well.

#### **Main strengths and weaknesses**

- There is a positive attitude towards mathematics and learning is enjoyable.
- Teachers have high expectations of pupils' behaviour and work.
- Teachers make excellent use of high quality assessment information.
- By the end of Year 2, pupils' attainment is well above the national average.
- Pupils achieve well throughout the school and, by the end of Year 2, their achievement is very good based on their abilities and prior learning.
- Relationships between adults and pupils and between pupils are very good.
- The management of the subject and the action taken to promote improvement are of high quality.

#### **Commentary**

51. The lessons observed demonstrated that teachers have good subject knowledge and a good understanding of the pupils' needs, based on excellent use of a high quality range of assessment strategies. The teachers and learning support assistants help and encourage the pupils to learn through imaginative teaching. For example, in a Year 1 lesson, pupils were very excited about being the owner of 'The shape shop'. The teacher acting as a customer phoned them on a mobile phone to ask if they had a 'shape with a flat base and three edges coming to a point'. Pupils learn well about the properties of three-dimensional shapes in this way. All lessons observed demonstrated good variety and pace to keep pupils working hard and maintain their interest. The management of pupils' behaviour is very good in all mathematics lessons. This very good provision enables pupils to achieve very well and to reach high standards.

52. The standard of work seen in pupils' books overall is well above national expectations. The outstanding use of information gathered through the excellent assessment procedures means that pupils of all abilities are given a great deal of work that closely matches their level of development in all areas of mathematics. Regular marking offers suggestions on how pupils can improve and develop. However, on a small number of occasions marking does not reach these high standards and opportunities to further promote pupils' learning and achievement are missed.

53. The most-able pupils are able to make good progress because they are set challenging work, including mathematical investigations and extension activities. Pupils of lower ability and those with special educational needs are very well supported and they achieve at the same level as their classmates. Homework is regularly set, helping pupils consolidate their learning and raise their achievement. Relationships between teachers and pupils and between pupils are very good. This promotes very good levels of co-operation and trust which have a positive impact on pupils' learning and achievement. Since the last inspection, the school has sustained good standards of teaching, learning and attainment.
54. The subject co-ordinator has very good subject knowledge and understanding and leads the development of mathematics very well. The analysis of data to identify areas for improvement and the actions taken to improve pupils' standards and achievement are both excellent.

### **Mathematics across the curriculum**

55. Pupils use their mathematical skills well in other subjects. They often count as a measure during physical education. They use numbers, weights and measures in science and use computers well to further develop their mathematical skills, for example when programming a robot to follow a prescribed route. This supports their very good achievement and the high standards that they reach in mathematics.

### **SCIENCE**

Provision in science is **very good**.

#### **Main strengths and weaknesses**

- Standards in science are rising.
- The quality of teaching is very good.
- The co-ordinator leads the development of the subject very successfully.

#### **Commentary**

56. Standards are higher than at the time of the previous inspection. In the 2003 national tests for seven-year-olds, teacher assessments show that all pupils attained average standards and more than a half attained a higher level. These results are well above average when compared with schools nationally and well above those of pupils in similar schools. In the current Year 2, pupils are achieving well and these high standards are set to continue.
57. Teachers have very secure subject knowledge and they prepare carefully for their lessons. They are clear about what they want pupils to learn. They share these aims with pupils at the beginning of lessons so that lessons have a sharp focus, teaching points are clearly made and reinforced and pupils make good progress in learning. Sessions are well structured. Teachers bring pupils together at the end of lessons for a worthwhile recap of what has been achieved by individuals and groups of pupils. Teachers use this opportunity very effectively to reinforce what pupils have learned, praise their efforts and boost their confidence. Teachers and classroom assistants are very responsive to pupils' individual needs and readily give explanations. This promotes pupils' involvement and very positive attitudes towards science. Teachers consistently use the results of their observations, marking and regular assessments to ensure that tasks are very well adapted for the different levels of attainment within the class. They have high expectations and pitch work at a very challenging level. Teachers manage whole class sessions thoughtfully and pupils' behaviour is good.
58. The co-ordinator manages the subject very effectively. She rigorously monitors and evaluates the subject performance and supports colleagues constructively. She is committed to raising

standards in the subject and has successfully led the school's drive to emphasise a practical approach to science lessons. Activities in lessons, pupils' completed work and teachers' planning show that investigative and experimental work forms the basis of pupils' learning and high achievement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Teachers plan an interesting range of activities that help to make learning purposeful.
- ICT is used to teach a good range of other subjects.
- Pupils are confident about using their ICT skills in other subjects.
- ICT skills are often taught during other activities, such as registration time.
- The leadership and management of ICT are good. Provision has been improved well since the last inspection.

### **Commentary**

59. No lessons were seen during the inspection. However, from looking at the high quality portfolio of work, which has been graded by teachers, it can be said that provision for ICT is good. Other evidence was gathered by analysing pupils' work and talking to them and members of staff.
60. Standards of attainment are above national expectations by the end of Year 2, with pupils achieving well. They have a good range of basic skills and benefit from the good opportunities they are given to apply these skills in a variety of ways. They have a good understanding of the many applications of ICT, with teachers and learning support assistants acting as good role models by making good use of ICT as a teaching aid.
61. All pupils have equal access to computers, irrespective of their ability, gender, age or the fact that they have special educational needs. Teachers know what each pupil can do and what they need to learn next.
62. From looking at the portfolios of work and what pupils can do using computers, tape recorders and other ICT equipment, it can be judged that the quality of teaching and learning is good. The school is fortunate to have a good number of new laptop computers which are raising the standard of provision even further. These are beginning to be used well to teach specific skills and other subjects. For example, a learning support assistant was seen using these new computers to teach pupils the skills of sounding letters and letter combinations in literacy. The quality of teaching and learning was good and successfully combined teaching and learning in English and ICT. This promoted pupils' learning and achievement well.
63. The school chooses the areas in which it uses ICT as a medium for teaching and learning and this results in ICT being used very well in this way. Many pupils self-register at the beginning of the day and teachers use these opportunities to teach new skills, such as the use of the delete and shift keys. Leadership and management are good. There have been significant improvements in provision since the last inspection, with attainment higher because of the improved resources, teaching and leadership. The co-ordinator supports other teachers in the school through the 'Learning Schools Programme'.

### **Information and communication technology across the curriculum**

64. Pupils are given good opportunities to use ICT across the curriculum and use a good range of software in subjects, such as religious education, literacy, science and art and design. Pupils



are encouraged to use other equipment, such as high quality hand-held tape recorders to develop trails for others to follow.

## HUMANITIES

### History and Geography

65. In humanities, work was sampled in **history** and **geography**, with no lessons observed. It is therefore not possible to form an overall judgement about provision in these subjects. Pupils' work and the teachers' records indicate that standards are above the level expected for the pupils' age, that they make good progress and achieve well. This is an improvement on the previous inspection.
66. In both subjects, it is clear that the school's meticulous planning for enrichment has contributed well to these higher standards. Visits and visitors have brought the subjects to life. The visits to Brighton museum and a Victorian classroom are strong in pupils' memories. As a consequence, pupils are particularly good at comparing life in the past with the present. Much of the geography work is influenced by the improvements to the school site, and good links with the community geographical societies. Pupils participate well in suggesting plans for the Millennium Garden and other development projects.

### Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Good long- and medium-term planning ensures consistent progress.
- Good teaching, with resources well used to underpin pupils' experience.
- The assessment system has not yet been brought into use.

### Commentary

67. Pupils' work in lessons and in their books indicates that they reach appropriate levels for their age. Teachers use the locally agreed syllabus well to draw up their long and medium term plans. This ensures a wide range of coverage of the syllabus and consistent progression throughout the school. Consequently, pupils make good progress and achieve well. The assessment system linked to the syllabus has not been brought into use. While teachers have a general idea of how pupils are progressing, they cannot measure this with the same accuracy found in other subjects.
68. Teaching is good. Teachers use a variety of methods to engage pupils' interest. Teachers also select from the wide range of resources to give pupils materials that they can look at and handle. Combined with the teachers' clear explanations, this creates good practical learning conditions. For instance, Year 2 pupils studied computer programs of Rangoli patterns to understand how they linked with symmetry in mathematics. The real Diwali cards they looked at gave them an insight into how Hindus treasured this festival. The visit by pupils from a multi-ethnic school enabled the Year 2 pupils identify more closely with the culture and spiritual meanings of children of another faith. Year 1 pupils, similarly, understood more about religious symbols by handling the prayer beads of a Christian church. Pupils use their literacy skills well when writing about religious education.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design and Design and technology

69. Art and design and design and technology were sampled during the inspection. No judgement is made about the quality of provision in these two subjects.
70. In art and design, two lessons were observed and samples of pupils' work were seen, in addition to work on display around the school. In design and technology, one lesson was observed and samples of pupils' work were seen. It is not possible to make overall judgements about provision or the quality of teaching in these subjects. The standard of pupils' past work in design and technology is at least in line with expectations.
71. In art and design, evidence shows that standards are well above average. Pupils talk with interest of the varied styles of a good range of artists and illustrators, including, William Morris, Joseph Turner, Claude Monet and Paul Gerraghty. Because of teachers' thorough planning and well-structured programme of work, pupils progressively extend their experience and understanding of an increasingly wide range of media and techniques. These include working with paint, pencil, pastels, textiles, collage, computer art, printing, tie dying and clay. Pupils practise and experiment in order to extend their skills, such as blending colours to create the image of sunset. Pupils have valuable opportunities to work with visiting artists and craftsmen, as when they created mosaics to celebrate the anniversary of the school. They also participate in an annual art competition with local schools. These initiatives very successfully promote pupils' enthusiastic response to art, which is reflected in the high quality of their finished work.
72. In design and technology, pupils gain experience of a range of materials and techniques and are proud of the products they produce. These include puppets in Year 1 and wheeled vehicles in Year 2. Their work indicates an increasing repertoire of cutting, assembling and joining techniques as they move through the school. Activities and challenges, such as designing and making bird boxes and wind chimes during the school's 'Enrichment Week', effectively stimulate pupils' interest and involvement.

### Music

Provision in music is **good**.

### Main strengths and weaknesses

- Good long- and medium-term planning ensures consistent progress.
- Good teaching, with resources well used to underpin pupils' experience.

### Commentary

73. Pupils' work in lessons indicates that they reach appropriate levels for their age. Provision has improved since the previous inspection because teachers now give more lesson time and use the National Curriculum planning more consistently through the year. This ensures a wider range of coverage in the subject and more secure progression throughout the school. Consequently, pupils make good progress and achieve well.
74. Teaching is good. Teachers use a variety of methods to engage pupils' interest, and to involve them in practical activities. Teachers link the subject well with multi-cultural influences. Year 2 pupils enjoyed learning the words to an African song, and had to concentrate hard to follow the more complex rhythms. Teachers focus well on basic skills. For instance, Year 1 pupils learn about long and short notes. They listened well to a piece by Stockhausen to see if they could spot the different notes. The music taught in lessons is supplemented by assemblies and special performances. In the singing assembly, pupils brought life to their singing by signing

the words, thereby bringing a spiritual dimension to the cultural activity. In this respect, their performance was above average.

## **Physical education**

Provision for physical education **is good**.

### **Main strengths and weaknesses**

- The provision for dance is good.
- Gymnastics skills are well taught.

### **Commentary**

75. In keeping with its commitment to the creative arts, the school's provision for dance and gymnastics is good. The youngest pupils are taught to listen carefully to music, to interpret what they hear and to fit their movements to the rhythm, pulse and beat. Good and very good teaching promotes the development of poise and high expectations for the use of space encourage an awareness of the range of movement which is possible. By the time that they reach Year 2, pupils have a good range of movements. They also develop a keen awareness of the power or subtlety of different pieces of music and fit graceful or strong movements to them showing a good interpretation of sounds. Throughout the school pupils make good progress in dance and their achievement is good by the time that they leave.
76. Gymnastic skills are well taught throughout the school. Pupils develop poise and grace in their movements both on the floor and on high level and large scale equipment. They are taught to move and position large scale equipment consistently well as they move through the school. This contributes well to their safe learning and achievement.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

77. No lessons were seen in this area, consequently no judgements are made about overall provision. However, the level of planning is very good, and this aspect is central to the school's very strong ethos of care and preparation for life. Health, exercise and safety aspects are covered in physical education. Health and sex education are covered well in science. Social education is a consistent theme in all the school's work. The appointment of a school council is an urgent priority for the school to complete the provision.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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