

INSPECTION REPORT

HOLBROOK PRIMARY SCHOOL

Horsham, West Sussex

LEA area: West Sussex

Unique reference number: 125965

Headteacher: Mr P Neale

Lead inspector: Mrs S D Morgan

Dates of inspection: 14th – 17th June 2004

Inspection number: 256458

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	461
School address:	Holbrook School Lane Horsham West Sussex
Postcode:	RH12 5PP
Telephone number:	01403 272500
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Gilham
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Holbrook is a large primary school. It has 404 pupils in Years 1 to 6 and 57 children in the Reception year. There are more girls than boys in Years 3 to 6 and more boys in the Reception year and Years 1 and 2. A high proportion of pupils (84 per cent) are white British with small numbers of pupils from a variety of other ethnic backgrounds. A very small number of pupils speak English as an additional language. Pupil mobility is low. The area the school serves is socially advantaged. The number of families claiming free school meals is well below average. The attainment of pupils on entry to the Reception year varies widely but overall is broadly average. The proportion of pupils who have special educational needs, at just below 14 per cent, is below the national average. Just under two per cent of pupils have a statement of special educational need, which is broadly average. Pupils' needs are wide ranging and include autism and visual and hearing impairment. A significant number of staff changes have occurred during the last two years. The school is popular with parents and is oversubscribed.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1355	Mrs S D Morgan	Lead inspector	Science, design and technology, physical education
9569	Mrs J Leaning	Lay inspector	
32106	Mr J Zealander	Team inspector	Foundation stage, information and communication technology (ICT), Personal, social and health education (PSHE) and citizenship, music
33148	Ms L Bristow	Team inspector	Mathematics, geography, history, special educational needs
33007	Ms R Langham	Team inspector	English, art and design, religious education, English as an additional language

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Holbrook is a good school with a number of very good features. The headteacher has a clear vision of how to improve the school further. Pupils achieve well and standards are well above average. The quality of teaching is good with a number of strong features. Relationships are very good and the school takes very good care of pupils. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Standards are well above average by the end of Year 6.
- Teaching is good.
- Pupils have very positive attitudes to learning and achieve well.
- The school has very caring ethos so pupils feel valued and are motivated to do their best.
- The very good leadership of the headteacher, well supported by staff and governors has led to good improvement.
- The school provides a very rich and varied curriculum with relevant links across subjects.
- Pupils, particularly higher-attainers, are not provided with sufficient opportunities to take responsibility for aspects of their learning.
- Some minor weaknesses are identified in the report.

Improvement has been good since the school was last inspected. Standards in national tests at the end of Year 6 have remained well above average. Strengths identified at the time of the last inspection have been maintained and teaching, curriculum planning and aspects of leadership and management have improved well. Issues raised in the last inspection report have been dealt with systematically although checks to ensure the quality of teaching and learning, in some subjects, require further development.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	B
mathematics	A	A	A	B
science	A*	A	A	A

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

Pupils' achievements are good. Children's attainment when they start school is broadly average. Achievement is good in the Reception year and by the time they start Year 1 almost all children attain or exceed the goals they are expected to reach in all areas of learning. This is because work is planned carefully and meets their needs effectively. In the 2003 national assessments for pupils at the end of Year 2, results in reading and mathematics were well above average. In writing they were above average. In the current Year 2 standards are well above average in reading, writing, mathematics, science and information and communication technology (ICT). They are above average in other subjects inspected. Overall, results in the end of Year 6 national tests in 2003 were well above average. Current standards are well above average in English, mathematics, science, ICT and history. Pupils with special educational needs receive good support and achieve well. Overall, higher-attaining pupils achieve well, however, too few opportunities are planned to encourage pupils to become more independent and take increased responsibility for their own learning.

Pupils' attitudes, values, behaviour and other personal qualities are very good. The school makes very good provision for their spiritual, moral, social and cultural development. These factors together with very good attendance and punctuality support pupils' learning very well.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

The quality of teaching and learning is good, with a number of strengths. Although the school has been through a period of staff changes this has been managed successfully to minimise the effect on pupils' learning. Teaching is good throughout the school. In the Reception classes good planning ensures children want to join in with a range of interesting learning experiences which enable them to learn well. In Years 1 to 6 teachers are successful in planning lessons which are interesting and varied. Pupils are motivated because many subjects are taught effectively through a range of carefully structured topics. They take considerable care with both the content and presentation of their work. However, insufficient opportunities are planned for pupils, particularly higher-attainers, to take responsibility for aspects of their own learning and develop independence. In some lessons that were satisfactory, the teacher tended to dominate discussions and allowed too few opportunities for pupils to put forward their ideas and this slowed the pace of learning. Throughout the school the work of teaching assistants makes a significant contribution to pupils' learning, especially those with special educational needs. The quality of assessment and the use of information to plan future work is improving. It is good in the Reception classes and satisfactory in the rest of the school.

The curriculum provides a very good range of learning opportunities and enrichment activities. The school takes very good care of its pupils. It involves them very well in its work by asking for and acting upon their views on aspects of school life. The school's partnership with parents is very good, as are its links with the community. It has good links with other schools.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are good. The headteacher provides very good leadership and since being appointed has brought about a number of improvements, particularly in the curriculum. He has very good vision of what the school should be aiming to achieve and is supported well by other key staff and the governing body. Leadership and management of subjects are good overall. Governance of the school is good and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and the vast majority are overwhelmingly positive about the wide range of opportunities it provides. Pupils are very pleased with what the school offers, especially the interesting activities and lessons.

IMPROVEMENTS NEEDED

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

- Increase opportunities for pupils to take the initiative and responsibility for aspects of their learning (as planned in the school improvement plan)
- Some minor weaknesses are mentioned within the report which need to be tackled.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are **good** overall. Children in the Reception year achieve well. Achievement in Years 1 to 6 is good. Boys achieve particularly well in English.

Main strengths and weaknesses

- Standards at the end of Year 6 are well above average.
- Pupils achieve well throughout the school.
- Pupils who have special educational needs achieve well.
- Too few opportunities are planned for pupils to become more independent and take responsibility for their own learning.

Commentary

In the 2003 national assessments for pupils at the end of Year 2 results in reading and mathematics were well above average. In writing they were above average. When compared to those of similar schools (that is, schools with a similar proportion of pupils known to be eligible for free school meals), results were well above average in mathematics and average in reading and writing. Based on teacher assessments, attainment in science was well above average. Improvement in results has been below the national trend.

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

Standards in:	School results	National results
reading	17.0 (16.7)	15.7 (15.8)
writing	15.7 (15.7)	14.6 (14.4)
mathematics	18.4 (18.7)	16.3 (16.5)

There were 66 pupils in the year group. Figures in brackets are for the previous year.

Results in Year 6 national tests in English, mathematics and science have been well above average in recent years and improvement has been in line with the national trend. Overall, results in 2003 were well above average when compared to those nationally. Comparing the Year 6 2003 results with those of the same year group when they were in Year 2 shows that pupils achieved well in English and mathematics and very well in science. Overall, boys performed better than girls. Boys achieve particularly well in English because they respond very positively to the school's stimulating range of teaching and learning opportunities. This also has an impact on boys' achievement in writing in subjects such as history where they achieve very well. The school met the targets it set for English and mathematics in the 2003 tests, at the expected level 4, but not those set for level 5.

Key Stage 2

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

Standards in:	School results	National results
English	29.2 (29.1)	26.8 (27.0)
mathematics	29.1 (29.6)	26.8 (26.7)
science	31.3 (30.4)	28.6 (28.3)

There were 66 pupils in the year group. Figures in brackets are for the previous year.

Pupils are achieving well in Years 1 to 6. Current standards are well above average in English, mathematics, science and ICT in Years 1 to 6, and in history in Years 3 to 6. Standards are above

average in other subjects inspected. The presentation of pupils' work is very good because pupils take great care. For example, topic books and design and technology folios are of high quality, pupils' written work is neatly presented and diagrams, tables and graphs are drawn very clearly in science.

Pupils' skills in English, mathematics and ICT are developed and used very effectively in other subjects. A particular strength is the careful planning of language and literacy into all areas of the curriculum. This provides pupils with a wide range of opportunities to apply and develop their literacy skills.

The skills that children have when they enter the Reception classes are broadly average. By the time they enter Year 1 almost all meet or exceed the levels expected in all areas of learning. They achieve well in relation to their varying starting points. This is because their progress is carefully monitored and teaching is planned well to meet their needs.

The school works hard to ensure that all pupils achieve equally well. Evidence gathered during the inspection shows that throughout the school work is planned well to meet the needs of pupils of differing levels of attainment. Pupils with special educational needs are supported well by teachers and teaching assistants within classrooms, and when pupils work in small groups outside the classroom. Where groups are withdrawn there is good liaison with class teachers. Therefore, these pupils achieve well and many are working within the levels expected nationally. The school caters well for a wide range of special educational needs including pupils with sensory, physical and learning difficulties and an increasing number of pupils with social and communication difficulties.

Gifted and talented pupils are seen as a high priority. The school follows local guidelines to identify these pupils quickly and provides extra-curricular opportunities. A number of pupils from Holbrook have attended courses run on Saturdays by the local education authority and found them stimulating. Overall, higher-attaining pupils achieve well, however, too few opportunities are planned to encourage pupils to become more independent and take increased responsibility for their own learning in lessons.

The school has very few pupils whose first language is not English. Inspection evidence shows that these pupils achieve as well as their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **very good**. They are supported by very good behaviour, and the very good provision for their spiritual, moral, social and cultural, including multi cultural development. Pupils attend school regularly and on time. Attendance is well above the national average and is **very good**; unauthorised absence is broadly in line with the national average.

Main strengths

- Pupils are confident, interested and friendly and they behave very well around the school
- Pupils' very good attitudes support their learning very well
- Pupils praise the very good relationships within the school and are confident that any adult will help them
- School council gives all pupils a 'voice' and an opportunity to express their ideas
- Good thoughtful assemblies with a strong spiritual and moral element

Commentary

Pupils' attitudes, behaviour and other personal qualities are a strength of the school; they reflect the school's very high expectations. Pupils settle quickly to work, listen carefully and concentrate very well on their tasks. This supports their learning very well. Enthusiastic about their school, they are courteous and polite to each other and to the adults. Older pupils are very confident and capable, hold lively conversations and express well thought out opinions. Many pupils, especially in Year 6 are given a wide range of responsibilities around the school which they carry out conscientiously. Some are playground monitors, others read with younger children and all ensure no one feels left out.

Behaviour is very good. It is supported very well by the school's strong moral code and a clear and consistently applied behaviour policy. Pupils know the system of rewards and understand the consequences if they do not behave well. They appreciate the praise, merit marks and 'golden time', which they receive. No bullying was observed, and parents and pupils agree that teachers manage reported incidents promptly and effectively. Pupils work and play very well together, show respect for the impressive school environment and handle resources with care. Pupils give good support to charities and have an acute understanding that there are many who are less fortunate than they are.

Exclusions

There have been no permanent, and only one fixed term exclusion, during the past year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	341	1	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	1	0	0
No ethnic group recorded	35	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

The school works hard to include all pupils. Relationships are very good; pupils say their teachers are fair and kind and this leads to an atmosphere where they can develop their individual strengths and self-esteem. They know the school rules, and want to obey them because they acknowledge they help them to understand right and wrong. The school council operates in a democratic way; new playground equipment and a 'friendship bench' have been provided as a result of discussions. Following a mock 'election' in Year 4 the most popular resolution will go forward to the school council. This provides pupils with an effective way of expressing their ideas without fear of ridicule or misunderstanding and builds up their self-confidence.

The school's procedures for monitoring and promoting regular attendance are very efficient: Pupils attend school regularly and on time.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.3	School data	0.1
National data	5.4	National data	0.4

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

Very good opportunities for reflection and a very good spiritual element in assemblies and in some lessons support the school's very positive ethos. Social, moral, personal education and citizenship is taught very well across the school, making a very good contribution to pupils' development in these

areas. Many visits and visitors, such as students from India performing dance, support the curriculum very well. Pupils study the religions and cultures of different faiths in religious education. Art, literacy, music and dance as well as other creative activities are used very effectively to raise awareness of local and other cultures.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**.

Teaching and learning

The quality of teaching has improved since the time of the previous inspection. Teaching and learning are **good** throughout the school. The quality of assessment of pupils' work is satisfactory overall.

Main strengths and weaknesses

- Teachers work hard to engage pupils' interest and use a range of teaching methods and resources very effectively to make lessons interesting
- The work of teaching assistants makes a positive contribution to pupils' learning, particularly those pupils with special educational needs
- Teachers expect high standards of behaviour and use time well in lessons
- Teachers plan lessons well but do not provide enough opportunities for pupils, particularly higher-attainers, to develop independence and take responsibility for aspects of their own learning
- Pupils work hard in lessons and support each other very well
- The quality of marking is inconsistent and does not always help pupils to improve their work.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(2%)	9(21 %)	23(53 %)	9(21 %)	1(2 %)	0(0%)	0(0%)

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

The school has worked hard and been successful in improving the quality of teaching during a period when there have been staffing difficulties. Both new and inexperienced staff are given good guidance and support and this has helped minimise the potentially negative effect of staffing changes on pupils' learning. The proportion of good, very good and excellent lessons has increased since the previous inspection.

In the most effective lessons, teachers plan carefully to make activities varied and interesting and this motivates pupils to work hard. For example, pupils in Year 1 took an imaginary visit to France. Staff took on various roles, including a French customs officer (the headteacher). This excited pupils so much they were very keen to learn. Classrooms were set out as a French café, a market and a beach so pupils could get fully involved in acting out different aspects of life in France. As a result pupils learnt about French food and some French vocabulary. In Year 3, teachers planned a "Greek afternoon". Staff and pupils dressed as Ancient Greeks. Staff planned a wide range of activities which were very well resourced. For example, pupils debated issues, such as whether the "Elgin marbles" should be returned to Greece? They took part in the "Olympics" and learnt what it was like to be a pupil at school. As a result pupils took part enthusiastically and were able to recount various things they had learnt.

Teachers ensure that pupils receive a curriculum which builds effectively on work previously covered. Work for each term and lesson is planned in detail. Teachers share what is to be learnt with pupils at the beginning of lessons. Very good relationships between staff and pupils are evident throughout the school. When pupils put forward ideas and answer questions their contributions are valued. This helps build pupils' self-esteem and confidence. For example, in a science lesson pupils had completed a practical activity measuring forces. Through careful questioning and encouragement by the teacher a group of lower-attaining pupils were able to explain their findings and contribute fully to the class discussion.

In the best lessons time is used well and this helps pupils learn effectively. Pupils are mature in approach and settle to work quickly with no fuss. They listen carefully and follow instructions. For example, in a Year 6 physical education lesson pupils worked very well in pairs taking part in and timing a range of activities. They collected and returned resources quickly and worked very hard without being prompted by the teacher. Their positive approach resulted in all of the activities being completed and gave quality time for discussion and evaluation at the end of the lesson.

Satisfactory lessons have some of the features of good and very good lessons. However, in a number of these the pace was too slow and the expectation of pupils' responses to questions was not high enough. This meant that pupils, particularly higher-attainers, made only adequate progress in their learning. In some lessons, the teacher tended to dominate discussions and allowed too few opportunities for pupils to put forward their ideas. This again slowed the pace of learning.

Teaching in the Reception classes is good. Teachers and teaching assistants work well as a team. Planning is good and all areas of learning are taught imaginatively through a themed approach. Throughout the day there is an atmosphere of quiet, purposeful activity. Teachers use a wide range of resources and this together with a combination of whole class, small group and individual work gives children a variety of good quality experiences.

The quality of teaching for gifted and talented pupils is good. Teachers plan well, matching activities to needs and use additional resources and strategies, particularly ICT, to extend learning. However, insufficient opportunities are provided for pupils to take responsibility for their own learning, for example planning investigations in science.

Teaching assistants are well managed and deployed around the school. They know the pupils well and can assist teachers in planning suitable programmes of work especially for pupils with special educational needs. They keep pupils focused by quietly talking to them when they are having difficulties. This makes a significant contribution to pupils' learning. The special educational needs teacher provides extra support for pupils with learning and other difficulties and teachers from the local Sensory Support service offer advice, guidance and training to staff, including the use of Braille.

In the Reception classes assessment arrangements are good and give staff a clear understanding of the strengths and weaknesses in key aspects of children's progress. Staff monitor children's day-to-day progress well. They share their observations throughout the day, noting children's progress and deciding the next steps in learning. Assessment is satisfactory in the rest of the school. The school has recognised that this is an area requiring improvement and it is a focus in both subject action plans and the school improvement plan. Increased opportunities are now being planned for pupils to evaluate and comment upon their own work and that of others. Pupils' books are marked regularly but the quality of marking varies too much, for example in science. In some classes marking is detailed with helpful comments indicating how pupils can improve whilst in others marking takes the form of ticks offering too little guidance.

The curriculum

The school provides a **very good** curriculum, which is very well planned to cover all subjects. Very good opportunities are provided for enrichment. Staffing is good and accommodation and learning resources very good.

Main strengths and weaknesses

- Highly effective links are made between subjects, with literacy across the curriculum as a particular strength
- The school provides a very good range of enrichment activities, both during and outside the school day
- Emphasis is placed on ensuring that all pupils have equal access to learning opportunities
- Accommodation and resources are very good

Commentary

The curriculum is very well planned and has improved well since the time of the last inspection. It provides a broad range of learning opportunities. All National Curriculum subjects are taught and the school's use of effective links between subjects means that pupils benefit from a rich and varied programme. As a result of such a well-planned curriculum, pupils are highly motivated to learn and they respond very positively in lessons, particularly where teachers use imaginative activities to stimulate a range of learning styles.

Literacy, numeracy and ICT planning through other subjects is very good and makes an important contribution to the high standards achieved. Overall, the school's on-going development of the curriculum is a very effective response to the recently published primary strategy document, "Excellence and Enjoyment".

The provision made for all pupils to access the school's curriculum is very good. High value is placed on equality of opportunity and pupils with special educational needs are very well supported by a good number of experienced and skilled teaching assistants. The school has a welcoming ethos and is responsive to the needs of individuals. There is very good access for pupils with disabilities.

The curriculum is enlivened by the effective use of visitors who offer their first-hand experience to help pupils with research into their topics. This impacts significantly on learning as pupils can relate to their personal experiences. For example, Year 2 pupils discussed their existing knowledge about Africa so that they could think of relevant and useful questions to ask a visitor who had been to the continent. Work in their 'Fire and Ice' topic was enhanced by pupil interviews with a visitor who had been to the South Pole. A very good range of well-attended clubs, held at lunchtime and after school, extends pupils' learning experiences further. There is a variety of activities on offer, ranging from a modelling club to magazine club. Musical activities include choir, recorders and orchestra and pupils have performed in concerts and music festivals in the local community. Sporting opportunities include cricket, football, rounders, stool ball, rugby and basketball and pupils represent the school in competitive matches against other teams. There are residential visits to outdoor pursuit centres for pupils in Years 4 and 6 which extend pupils' experiences in physical education very well. These activities are welcomed by the pupils, who appreciate and enjoy the additional opportunities offered.

The school gives very good support for pupils' personal development. Personal, social and health education, including sex education and drugs awareness are promoted very well as are citizenship and race equality.

The school has a good number of well qualified staff across Years 1 to 6, which leads to good teaching and learning overall. Accommodation and resources are very good, enabling the curriculum to be taught very effectively. However, the limited covered area outside the Reception classes restricts opportunities for children to use outdoor equipment in wet weather.

Care, guidance and support

The school provides **very good** care and support for all its pupils including attention to the areas of health, safety and child protection.

Main strengths

- The school cares for its pupils very well
- Induction arrangements are good so children settle quickly and happily
- Pupils and staff have very good relationships with each other and with adults

Commentary

The quality of care for pupils is very good and pupils enjoy coming to school. Pupils quickly establish positive relationships with staff, they are given good support and guidance and are confident that adults will listen to them if they need help. Good arrangements are in place to deal with any issues of bullying.

Induction arrangements for new children in the Reception classes are good. Visits are arranged in the term before they start school. This leads to children settling in quickly and happily. A room is provided for parents to meet, which helps them feel secure about their child and meet other parents socially.

The school places a strong emphasis on the early identification of pupils with special educational needs and pupils are screened using a computer program, which highlights their learning difficulties and helps teachers to plan accordingly. Other assessment, including that for pupils working below level 1 of the National Curriculum is thorough and on going. ICT is used effectively for record keeping.

Pupils' views are taken seriously. The school council meets regularly and pupils are encouraged to bring relevant issues for discussion.

Very good procedures are in place to ensure pupils keep healthy and safe. Pupils are looked after with care and kindness if they hurt themselves or are unwell. Policies, including those required for matters of health, safety and child protection are in place and followed. Thorough maintenance of the school ensures that buildings and equipment are safe. Pupils are well looked after at breaks and lunchtimes. The school and grounds are tidy, and pupils are encouraged to maintain this standard for example using litter bins.

Partnership with parents, other schools and the community

The school has **very good** links with parents who appreciate the regular and effective communication. Parents support their children and the school very well. Links with the local and wider community are also **very good** and very successfully extend pupils' opportunities. **Good** links with other schools are in place.

Main strengths and weaknesses

- Parents feel welcome and are very appreciative of the school
- Parents support children's learning very well at home and in school
- Very good links with the community support and extend the work of the school
- The 'Friends' of Holbrook School offers very good support both socially and financially through the significant amount of money raised
- Good links with other schools ensure that transition is smooth
- Annual reports are too general

Commentary

Many parents help in school and on the many visits and support their children's learning very well at home. They share the responsibility through the use of reading records and the home school agreement. Parents who work in school are a valuable asset because they understand what is expected of them and provide help where needed. The questionnaire responses and discussions with parents identify many strengths. Parents say their children like school, behave well and are making good progress. Most consider the teaching to be good, they say the staff expect hard work, treat their children fairly and that children are encouraged to become mature and responsible. Many parents also say that the school is well led and managed and that staff are very approachable. The inspection team agrees with these very positive comments. The very good links at the time of the previous inspection have been maintained.

Links with the local community are very good and enhance pupils' achievement. The school takes part in local and national sports events with considerable success. Support is given by the community to the many musical productions. The school has taken part in events such as a Christmas concert with the West Sussex Philharmonic Choir and the Horsham music festival. Assemblies are led regularly by the local vicar and the festival services in the Church receive very good support from parents and the community. Local businesses are generous and the education business partnership has provided books and volunteer reading partners. The school nurse, educational welfare officer and the local police are regular visitors. Pupils are involved in the "Goblin Challenge" when they make a car out of a set of specific materials (this is supported by staff at a local airport).

Strong links are in place with parents of pupils who have special educational needs and parents are fully involved in reviewing their children's progress.

Parents give very good support to the 'Friends' activities and this has resulted in many extra resources including inter-active white boards, a radio cassette recorder in each classroom and a range of playground equipment including seating to provide shade for pupils in the summer.

Links with the three main secondary schools to which pupils transfer are good. Staff visit Holbrook to introduce French and pupils enjoy taster days at their new school. Meetings with parents whose children are joining Holbrook ensure that they have the necessary information to help smooth transition. Parents can accompany their children when they start in the Reception class if they wish.

Annual reports meet statutory requirements but are too general. The school already has plans to review them next year. Parents have an opportunity to respond to reports at the summer term consultation evening. Parents are kept very well informed about the work of the school through an Open Day, newsletters and regular information bulletins about the curriculum.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good** overall. The leadership of the headteacher is very good and is focused on the improvements needed. Management of the school is good as is the leadership of key staff. School governors contribute effectively by ensuring that the school fulfils its duties and moves forward.

Main strengths and weaknesses

- The headteacher has a very clear vision and strategies for raising standards
- The governing body understands the strengths and weaknesses in the school well
- The needs of special educational needs pupils are managed well
- The monitoring of standards in the curriculum by all co-ordinators is not yet secure enough
- Financial management is very good, with funding allocated to future projects

Commentary

The headteacher has a very clear view of the relative strengths and weaknesses in the school. Since his appointment eighteen months ago he has put into place measures that have secured continued improvement. In particular, he wants to ensure that improvements to the curriculum provide secure

and coherent links across all subjects. Also that planning for school improvement includes regular reviews of progress to ensure that action being taken is effective.

Other members of the senior management team share the headteacher's aspirations and are seeking to improve the quality of teaching and learning in the school through monitoring and regular reviews. Leadership and management of subjects are good overall. Teachers have begun to analyse the performance of pupils in some tests and are starting to track pupils' progress and to set realistic targets for pupils to achieve. At present not all subject managers have had time to monitor standards and the quality of teaching and learning, for example in science and ICT. The development of these monitoring procedures forms part of the school improvement plan.

Special educational needs is led and managed effectively. Good support and guidance is provided for staff on issues such as implementing and reviewing individual education plans and disseminating information about local and national initiatives. Individual programmes are incorporated into teachers' planning and targets are addressed well in lessons. Observation in classes indicates that teachers have a good understanding of the pupils' difficulties and ensure that pupils are included fully lessons. Pupils are also well supported by peers for example when working in pairs and collaborative groups.

The governing body fulfils its statutory duties well and has made good efforts to ensure that the school caters for all pupils successfully. The governing body reviews its own performance regularly and has revised the committee structure as a result. It offers good challenge and support to the headteacher. It has a clear understanding of the relative strengths and weaknesses of the school which it has built up through reports from teachers and through its own monitoring. This has enabled the governing body to develop an effective plan for future building developments.

Performance management is used effectively to support the professional development of teachers and includes regular monitoring of teaching and learning. This is linked well to the priorities in the school's plan for development and improvement. Induction procedures for staff who are new to the school are good. This has lessened the potentially negative impact of staff changes on pupils' achievement.

The school's arrangements for financial management and control are very good. Day-to-day spending is controlled effectively and administrative staff work well with the headteacher to ensure that the budget is properly controlled. At the time of the last inspection, the school had a considerable amount of money unspent. Although currently the school has a significant surplus, evidence from the inspection shows that the staffing changes due to falling rolls and building work in the school will be funded from this. The school spends money effectively to support all areas of the curriculum and applies the principles of best value effectively in all its work.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,071,442
Total expenditure	1,001,978
Expenditure per pupil	2,155

Balances (£)	
Balance from previous year	45,648
Balance carried forward to the next	69,464

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is **good**. The quality of teaching is good and children learn well. Leadership and management are good and the school has successfully adopted the new national strategies for the Foundation Stage since the last inspection.

Teachers and the teaching assistants work very well as a team. Teaching assistants are confident when teaching small groups of children and have developed good skills, especially in ICT. Planning is good and all areas of learning are approached imaginatively. The use of themes to link learning works very well and provides children with a rich curriculum. During the inspection week the theme of growth was explored in all aspects and children learnt well. Day-to-day monitoring ensures that teaching is lively and stimulating. Staff share their observations throughout the day, noting children's progress and deciding the next steps. The way that assessments are made and used is good and this enables staff to focus and develop activities appropriately for children's needs and makes a good impact in securing improvement.

Assessment arrangements are good and begin as soon as children start school, they are used to give staff a clear understanding of the relative strengths and weaknesses in key aspects. This helps staff to provide appropriate activities for all children and informs progress towards the Foundation Stage Profile which teachers complete by the end of the year. Termly contact with parents allows the free flow of information, which is focused on the needs of each child.

Relationships are very good between the children, parents and teachers. Throughout the day there is an atmosphere of quiet, purposeful activity. The classrooms contain a wide range of resources that appeal to young children, with areas for activities such as sand and water play and access to safe play space outside. The Reception classrooms are of a good size with close access to the cloakrooms and outdoor areas. They enable teachers to develop specific areas for role-play for children to work in, whilst supporting their independence in washing their hands between activities. However, the limited covered area outside restricts opportunities for children to use outdoor equipment in wet weather. Teachers use a combination of whole class, small group and individual work to give children a variety of experiences. Achievement is good with most children meeting or exceeding the levels expected in all areas of learning. Overall, improvement since the last inspection has been good.

Personal, social and emotional development

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

Main strengths

- Adults establish very good relationships with children
- Well structured opportunities help to develop children's social interaction and independence

Commentary

Children work as a class with their teacher for part of each session. This helps them to learn the conventions of the classroom, like taking turns to speak and not interrupting anyone else. They are supported well by the teaching assistants who help those who need gentle reminders in following the conventions. Learning is very good in the role-play area, where children act out various situations relating to the learning that is planned. Adults intervene appropriately, providing very good models for behaviour and language. Children enjoyed pretending to be parents and caring for the dolls and teddies following the visit of an ex member of staff and her young son. Small tasks provide good opportunities for children to develop a sense of responsibility. Children work and play alongside one another happily and naturally, behaving very well even when not under the direct supervision of an adult.

Children are encouraged to collect and replace resources, to tidy up after activities and they do so successfully. They know the routines of washing their hands after messy activities and do this

naturally and responsibly. They respond well to opportunities to develop responsibility and the emphasis that the school places on social development ensures that all children achieve very well in this aspect and exceed the early learning goals.

Communication, language and literacy

Provision for communication, language and literacy is **good**.

Main strengths

- Pupils are given good opportunities to develop their skills in speaking and listening
- The importance of language is reflected in signs, notices and books

Commentary

Most children come into the school with literacy skills that are similar to those found nationally. Adults in the Reception classes constantly talk to children about what they are doing to develop their vocabulary. Expressive language is developed appropriately through story and conversation, with teachers using questions effectively to enable children to develop confidence in using accurate language in their replies. Children are encouraged to use standard English through the gentle correction of any mistakes they make. Good opportunities are provided for children to explore the use of language for themselves. They make good attempts with writing, keen to take risks with words and free from fear of making errors.

Stories are read every day so children are helped to develop a love of books. The expressive way that adults interpret them, ask questions and relate the content to children's experiences encourages children to respond and show good expression and empathy with character. Working with small groups, the teachers and teaching assistants encourage the children to explore the meaning of text and read together, building effectively on their knowledge before giving them the skills needed to learn more. Overall, children achieve well in this aspect of their learning.

Mathematical development

Provision in mathematical development is **good**.

Main strength

- Lots of practical work helps children to practise number work in a variety of settings
- Many prompts around the rooms support the development of numeracy and understanding of shapes

Commentary

Overall, children start school with mathematical skills that are similar to those found nationally. Children respond well to the effective teaching and achieve well in mathematical development. They frequently sing counting songs to put their number work into a context and reinforce the notion of addition and subtraction. They play with money in the shop and reinforce number bonds through games and practical activities.

Lots of prompts around the rooms support the development of numeracy. Calendars, birthday dates and number lines in words, counters and numerals are attractively displayed. Work on shape and space is supported with appropriate charts and this contributes well to children's achievement. Their knowledge of mathematics is developed well through a variety of contexts including play, which helps children consolidate their understanding. Children have good opportunities to play with sand, water, construction kits, jigsaws and various shapes. Whenever possible, staff work alongside them, introducing mathematical vocabulary probing their understanding and assessing the extent to which their learning is progressing. The information is used effectively to plan activities which build on this learning.

Knowledge and understanding of the world

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

Main strengths

- Children develop good skills in ICT
- Effective links ensure children are able to practise skills learnt in other areas

Commentary

Teaching is good. Very good opportunities are taken to use the expertise of teaching assistants to develop children's skills in ICT. Consequently children understand certain functions that enable them to use the language enrichment programs successfully, thus developing their skills in reading comprehension. Teachers plan relevant links with other areas of learning to develop children's curiosity and support their early investigation and problem solving skills in areas such as science. Good use is made of the indoor space to provide activities that stimulate them. They talk accurately and fluently about their world and experience. Construction kits enable children to manipulate objects, whilst sorting games introduce them to categorising things using specific criteria, such as colour, shape and size.

Physical development

Provision in physical development is **satisfactory**.

Main strengths

- Children use a good range of apparatus and make good progress
- Practical activities in the classroom support children's manipulative skills well
- The limited covered area outside restricts opportunities for children to use outdoor equipment in wet weather

Commentary

A range of climbing apparatus is available in the hall but is not available within the outdoor play area. The school has a range of wheeled toy vehicles but the limited covered area outside restricts the opportunities for children to use outdoor equipment in wet weather. Teaching is good but the range of skills shown in physical development is quite wide. Overall, standards are in line with those expected and children achieve satisfactorily. Adults model skills and movements in physical education lessons and encourage children to extend their skills. When given challenges, some children are able to show very good co-ordination skills in throwing and catching, though others find this difficult. They work well collaboratively in groups and pairs. They are encouraged to talk about what they have done and how well they did it, which most children are able to do very well. Children's fine motor skills are developed well through opportunities to make and create models and pictures. They use scissors well and their drawing, colouring and sticking show good co-ordination.

Creative development

Provision in creative development is **good**.

Main strengths

- Careful guidance by teachers enable children to develop good skills
- Carefully focused activities give children the opportunities to work collaboratively

Commentary

Work on display and discussions with children show that they experience a wide range of activities that develop their skills in painting and drawing. Children talked about their work with accurate use of language. Discussions showed that the teachers had developed the skills of observation carefully and logically and children are given good opportunities to work collaboratively. Children are proud of their achievements. They enjoy discussing these and explaining how they created the finished work.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are well above average at the end of Year 6
- Consistently good teaching leads to pupils achieving well
- Very good subject leadership has led to the development of exciting and relevant links with other subjects and has created the very effective development of literacy skills across the curriculum
- Too few opportunities are planned for pupils to become more independent and take responsibility for elements of their own learning

Commentary

Results in national tests for pupils at the end of Year 2 were well above average in reading and above average in writing. Results in Year 6 were well above average. This success is due to the school's commitment to improving attainment for all pupils. The number of pupils reaching the higher level 3 in reading at the end of Year 2 is well above average. This is mirrored by the very high percentage of pupils gaining level 5 in English at the end of Year 6. Pupils' work shows that they achieve well throughout the school. Boys in Years 3 to 6 make particularly good progress in English because they respond very positively to the school's stimulating range of teaching and learning opportunities.

Very good opportunities are created for speaking and listening skills to be developed and most pupils are highly articulate. In lessons across all age groups, pupils have partners to help them talk through their ideas quickly before sharing them with the whole class. This is very effective in involving all pupils actively with their learning and enabling less confident or younger pupils to rehearse their answers. Older pupils are encouraged to empathise with the feelings of characters from books or plays that they are reading together and express a range of thoughts from the viewpoints of different people. For example, role play from the challenging text of 'Journey to Jo'burg' powerfully stimulated Year 5 pupils' ability to express and understand the feelings of minority groups under an apartheid system.

Pupils' reading skills are well above average and pupils achieve well throughout the school. The recent initiative to enhance provision in Years 1 and 2 through increasing resources and restructuring reading sessions is leading to higher standards. Pupils are well motivated and say that they 'love reading'. They read aloud confidently and demonstrate appropriate strategies for tackling unknown words. Older pupils enjoy reading with their partners in younger classes each week. Well-planned teaching through topic areas throughout the school is very effective in providing relevant contexts for practising and developing reading skills.

Standards of pupils' writing are well above average. This is because skills are taught well and practised creatively through other subjects and topics. In many lessons, approaches to writing tasks are structured very imaginatively. For example, Year 4 pupils wrote manifesto speeches in preparation for their own election. This active approach is highly motivating to the pupils, especially boys. In a very good literacy lesson linked to their Greek topic, Year 3 pupils experienced the scary atmosphere of the labyrinth through their 'Sound Wall' of dripping water and scrunching bones. This activity was developed very effectively into words, through the use of paired drama and 'Thought Bubbles', leading into pupils' recording in writing their thoughts from the viewpoint of Theseus.

The overall quality of teaching is good. Teachers have a clear understanding about what is being taught. Planning is thorough and lessons are well-paced and interesting, capturing pupils' imagination. Pupils with special educational needs are very well supported by teaching assistants. In the best lessons, assessment is used effectively to ensure that teaching meets the needs of different groups of pupils. As a result of good teaching, within the exciting context of the topic-based curriculum, pupils are very keen to learn and respond well. They enjoy the wide range of learning opportunities planned for them. For example, Year 1 pupils were well focused on their group discussions of travel routes to France in preparation for their day's "visit". In some less successful

lessons observed, pupils had limited opportunities to become more independent of the teacher's direction. Pupils' books also showed that too few opportunities are planned to encourage individuals to begin to make choices or organise elements of their own learning. The quality of marking is variable. The best marking is detailed and includes comments on how work could be improved. However, this is not always the case and some work is simply ticked.

Leadership and management of the subject are very good. The co-ordinator has very good subject knowledge and clear vision for the further development of opportunities for higher-attaining pupils. Careful management of the school's recent initiative to develop literacy links through topic themes has been highly effective in raising teachers' awareness and, as a result, the quality of pupils' responses. Great enthusiasm is evident for this new approach which is motivating teachers and learners equally and is, therefore, having a significant effect on the standards of work achieved.

As a result of very good leadership and consistently good teaching, improvement since the previous inspection is good. Standards of attainment have improved and are now well above average. Use of ICT has improved and is now very effective in supporting pupils' learning.

Language and literacy across the curriculum

This is a particular strength of the school and is very good. The topic framework is planned with integral links into language and literacy. Topics are related, wherever possible, to stories and novels, enabling children to extend their language experiences further through the use of carefully chosen fiction. A wide range of opportunities is included to enhance writing skills. For example, work in the Year 3 'Jaws and Claws' topic included non-fiction research, devising a glossary of terms, writing reports and designing posters. Pupils wrote letters from the Three Little Pigs to the Big Bad Wolf, adopted their own class wolf and sent e-mails to Wolf Watch. In addition, there were opportunities to write stories and poems and use word processing skills for presentation.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- By the end of Year 6 standards are well above average
- Teaching is good and well matched to pupils' needs
- Attitudes and behaviour of pupils are very good
- Gifted and talented pupils and those with special educational needs are catered for well
- The subject is well led and managed
- Pupils do not have enough opportunities to take responsibility for their own learning, particularly the higher-attainers

Commentary

National test results at the end of Year 6 have been consistently well above average for several years. In 2003, the results of national tests at the end of Year 2 and Year 6 were well above average. In Year 6 pupils achieved better than might have been expected in relation to their performance in national tests at the end of Year 2.

By the end of Year 2 and Year 6, pupils' work shows that they are working well above levels expected nationally and they achieve well. Evidence gathered during the inspection showed boys and girls achieve as well as each other. The majority of pupils in Year 2 are confident with numbers. They work with simple fractions, measure and weigh accurately, solve simple problems and create simple graphs. Most pupils in Year 6 work successfully with large numbers. Pupils are skilled at problem solving and are able to work with fractions and decimals. They make good use of computers when working with data. Pupils take pride in their work, and their books show systematic progress; this is evident in the extensive, well presented work seen in all year groups. Pupils with special educational needs are very well supported and consequently are able to join in with their peers successfully. Gifted and talented and higher-attaining pupils are given additional challenging work to meet their

needs both during lessons and as extra activities, for example “enrichment mornings” and “able pupil groups”.

Overall, the quality of teaching and learning is good throughout the school. Teachers have good subject expertise and lessons start at a good pace with oral and mental work. Pupils achieve well in lessons because teachers plan thoroughly and choose appropriate activities and resources, which motivate pupils effectively. Teachers give clear instructions and explanations and use effective questioning to check understanding and extend learning. Teachers have high expectations of pupils’ behaviour and achievement, although pupils do not have sufficient opportunities to take responsibility for their own learning, particularly the higher-attaining pupils. Pupils have very positive attitudes to their work and support each other when working in pairs and groups. Behaviour is very well managed and very good relationships effectively add to the way pupils learn. Teachers and teaching assistants work well together. Teaching assistants are very effective in supporting pupils’ learning as they keep them focused and talk to them about their work.

The curriculum is planned well to help teachers provide experiences that are appropriate to the age and ability of the pupils. This ensures that learning effectively builds upon what pupils already know, understand and can do. Classroom displays enhance mathematical learning.

Mathematics is led and managed well and this has contributed to good overall provision. The advice and support that the subject leader provides has helped teachers improve strategies, activities and resources used to support pupils’ learning and raise standards. The subject leader organises a range of extra activities, particularly for higher-attaining pupils, including enrichment mornings and an annual “maths week”. Mathematics is well resourced throughout the school and teachers are encouraged to use interactive whiteboards, web sites and software.

Improvement in mathematics since the last inspection is good.

Mathematics across the curriculum

Pupils have very good opportunities to consolidate learning through links with other areas of the curriculum such as science. Pupils use computers effectively for constructing graphs. They are encouraged to explain how they found answers to problems and use the correct vocabulary. This provides good opportunities to develop their speaking and listening skills. Work is sometimes linked to topics, for example pupils studying the Romans were learning about roman numerals.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 6
- Teaching is good and pupils achieve well
- Good opportunities are provided for practical work
- Pupils record work carefully in their books and use specialist vocabulary well
- Pupils enjoy science and have very good attitudes to their work
- Insufficient opportunities are provided for pupils, particularly higher-attainers to plan their own investigations and so develop independence as learners
- The quality of marking is too variable

Commentary

National test results at the end of Year 6 have been consistently well above average for several years. In 2003, both the results of teacher assessments at the end of Year 2 and national tests at the end of Year 6 were well above average. In Year 6 pupils achieved much better than might have been

expected in relation to teacher assessments at the end of Year 2. The performance of girls and boys was broadly similar.

Current standards in Years 2 and 6 are well above average. This is due to a number of factors. Coverage of the National Curriculum is well planned with strong emphasis on experimental science and good use of ICT. Pupils are given opportunities to develop their understanding of what constitutes a fair test and to record and draw conclusions from their results. They are expected to use specialist vocabulary both in lessons and their written work and older pupils understand that if you carry out an experiment several times this improves the reliability of results. Overall, pupils are achieving well. However, insufficient opportunities are planned for pupils, particularly higher-attaining older pupils to plan their own investigations and develop independence as learners

Overall, the quality of teaching and learning is good. Although it was not possible to observe science being taught to pupils in Years 1 and 2 work in pupils' books showed that teaching is planned well and develops pupils' scientific skills and understanding consistently. Throughout the school teachers have good subject knowledge and work is well planned to meet pupils' differing needs. They manage pupils very well and classroom assistants provide good support. Particular strengths in teaching include good questioning techniques and use of specialist vocabulary. Teachers use resources such as video and techniques such as note taking very effectively to introduce work. For example, in Year 5 pupils were looking at seed dispersal and as they watched the video they were expected to take notes. The teacher then asked well-focused questions. This checked pupils' understanding and helped their recall of the various methods plants use to distribute their seeds. Teachers also place considerable emphasis on the good presentation of written work and diagrams.

Work in pupils' books is regularly marked. However, the quality of marking varies between classes. Some teachers simply tick work whilst others write helpful encouraging comments and indicate how work could be improved.

The subject is well led and managed. Regular monitoring of planning takes place and this ensures the curriculum meets National Curriculum requirements. However, other types of monitoring such as observation of lessons need to be more consistent to ensure there is a clear understanding of areas of strength and those that require improvement. The subject action plan is clear and focused on improving areas such as assessment and monitoring. Improvement since the last inspection has been good. Standards show continued improvement. The curriculum has been enriched by activities such as science week and workshops run by a local pharmaceutical company entitled "molecules are fun". The use of ICT has also improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths

- By the end of Year 6 standards are well above average
- Achievement is good across the school
- The quality of teaching is good
- Very good opportunities are planned for pupils to develop their skills in other subjects
- Leadership and management are focused on raising achievement

Commentary

Standards are well above average and pupils achieve well throughout the school. This is a very good improvement since the time of the previous inspection, when they were judged to be satisfactory. This has been brought about because the school has improved the range and quality of resources which are used regularly by pupils. A computer suite has been developed and the school is planning to supplement the number of machines through the purchase of laptop computers. The recent introduction into the school of wireless technology enables pupils to make greater use of computers

in areas other than the suite. In addition the school makes very good use of ICT to support pupils learning in other subjects.

Teaching and learning are good because teachers use a variety of approaches to engage the pupils in their learning. For example, pupils in one class were developing their understanding of spreadsheets and how these can support their work in mathematics. The higher-attainers were able to develop their understanding quickly and moved on to a task that had been prepared for them that extended their knowledge and skills. In all the lessons seen, teachers demonstrated confidence in teaching the subject and a clear understanding of how pupils can apply their learning in a variety of contexts. Teachers use a digital projector to introduce the work the pupils will be doing, and use the technology that enables them to freeze the screens, and show the work of individual pupils very effectively. Planning is very thorough. It is based on broad guidelines produced by the subject manager, which are developed and extended appropriately by teachers.

The subject is led and managed well. The confidence and competence of both teachers and support staff have been developed well. A clear vision for future improvement is in place and a secure understanding of the further developments needed to raise standards still further. A portfolio of pupils' work has been compiled which shows the range and level of work completed. However, systematic monitoring of teaching and learning are not yet fully in place. The range of resources is being extended to promote further the use of ICT in other subjects. Good support is provided by a technician, who uses his knowledge and expertise effectively in ensuring that the systems are operational for teachers and pupils.

Information and communication technology across the curriculum

The school has developed its use of ICT to support learning in other subjects very effectively. For example, pupils use it to record work done in mathematics and science. They research information for their topic work and use it to create music. Its use to develop storyboards in "Macbeth" and to illustrate scenarios in PSHE is very good. Pupils enjoy using software such as "Granny's Garden" that enables them to experience adventure and simulation activities that encourage reading, comprehension and decision-making. Their use of ICT to make covers and contents pages for topic books ensures that pupils present work well and its further use in word-processing enables them to draft and improve some of the writing in the books.

HUMANITIES

Geography and religious education were not inspected in full so no overall judgements about provision were made.

In **geography**, no lessons were seen. Pupils' work and aspects of geography delivered in other subjects indicate that standards are above average. In a Year 1 literacy lesson the pupils were discussing travel to France and making passports. This was followed up by successful role play with the head teacher taking part as the customs officer. Pupils have covered a range of topics including 'Storm chasers' and 'Rainforests' which have stimulated and motivated them, particularly in terms of their writing. Pupils clearly take great pride in their books and do their best work which is presented to a very high standard. Very good displays in classrooms and around the school support the work well.

Only one lesson was observed in **religious education** it is therefore not possible to make an overall judgement about teaching and learning. However, the work seen in pupils' books shows that the school fully meets the statutory requirements of the locally agreed syllabus with pupils considering key questions, such as, 'Why are sacred texts important?' Good links are made, wherever appropriate, between religious education and other subjects. Visitors are invited into the school to enrich pupils' learning experiences. For example, during the inspection, a local minister talked to Year 3 pupils studying the Ancient Greeks about the relationship between Greek symbols and Christianity. Pupils' books provide evidence of good coverage of the syllabus, including units of work about Christianity, Judaism, Hinduism and Islam. The subject is well resourced with a good range of artefacts.

History

Provision for history is **very good**.

Main strengths and weaknesses

- Standards at the end of Year 6 are well above average
- Teaching and learning are very good and pupils achieve very well
- Very good links are made between history and other subjects
- Pupils' work is very well presented
- Pupils' attitudes and behaviour are very good
- Monitoring planning and teaching across the school needs further development

Commentary

Current standards are above average at the end of Year 2 and well above average at the end of Year 6. Overall, pupils achieve very well.

Pupils have experienced a wide range of topics, which are exciting and stimulating, for example 'The Greeks', 'Victorians', 'Houses and Homes'. Pupils clearly take great pride in their work; this is demonstrated in the outstanding way it is presented. Work seen shows that pupils have made very good progress, particularly in writing and especially in boy's writing. Pupils with special educational needs are well supported and produce high quality work. Gifted and talented and higher-attaining pupils, particularly those in Years 3 to 6, have opportunities for investigation and research which motivate them, for example use of the internet.

The quality of teaching and learning is very good. It is good in the infants and very good in the juniors, with the most effective teaching observed in Year 3. In the best lessons pupils achieve very well because teachers plan thoroughly, have very good subject knowledge and use resources very well. For example, in a very good Year 3 lesson, pupils were able to handle artefacts and dress up in period costume. This brought the topic alive for them. They were excited and engrossed and genuinely disappointed when the lesson was over. Pupils have very positive attitudes to their work and support each other well when working in pairs and groups. Behaviour is managed very well.

Very good links are made with other subjects. Literacy, including reading, writing and speaking and listening plays a vital part in lessons and teachers take every opportunity to extend and enrich language and historical vocabulary as well as written work. Good links are made with geography, design and technology and art. ICT also plays an important role; computers are used regularly for research, investigation and presenting work

The subject leader is new to the role but has a clear vision of how the subject can be further developed. Good improvement has been made since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Overall judgements about provision in physical education and design and technology cannot be made. One lesson was observed in design and technology and three in physical education.

In **design and technology** pupils' work showed that they design and make artefacts using a wide range of materials. The curriculum is well planned and ensures good coverage of the National Curriculum. Good links are made with other subjects such as English. For example, pupils in Year 2 used the story of the "Lighthouse Keepers lunch as a stimulus for designing and making mechanisms and pupils in Year 4 used the theme of the story of the "Iron Man" to design lamps. Good use is made of ICT, for example to control the movements of "moving monsters" which is a design topic in Year 3. Topic work, for example on the Egyptians is used well as a stimulus for design work. In the lesson observed pupils in Year 4 designed and made model shadufs and then evaluated the effectiveness of their designs.

Pupils complete research before starting their design work. They produce clear annotated sketches which outline what they will use and do to make their products. As a result, the quality of their work is good with attention to detail and finish. Pupils evaluate carefully how successful they have been and what could be improved. Overall, from evidence of work seen standards are above average.

The lessons seen in **physical education** were well planned and organised. Despite the weather being very hot pupils willingly took part in the activities and showed high levels of motivation. Both staff and pupils were dressed appropriately. At the start of lessons clear instructions were given and all necessary resources were available. Teachers discussed particular skills and understanding of rules that were to be developed. For example, throwing and catching skills relating to rounders. Pupils in Year 6 taking part in the "Healthy Athlete Award" worked very well in teams. They encouraged each other and carefully recorded each others performance in activities such as skipping and running set distances. Pupils who exhibited particularly good skills were used to demonstrate to the rest of the class. They then evaluated their performance and this helped them think about how to improve their own skills. From September pupils in Years 3 to 6 pupils will again be given the opportunity to swim. This has not happened recently due to the refurbishment of the local pool. A very good range of after school clubs is offered which are well attended. These include, cross country, tag rugby, football, cricket and stool ball. Some of these activities are run by specialist coaches. Older pupils take part in local schools District Sports each year with competitive track and field events, and the school runs its own sports day. Residential trips are run for older pupils where they can take part in outdoor and adventurous pursuits. The school also has its own adventure trail which supports physical challenges well.

Staff are given good guidance and all areas required by the National Curriculum are covered. A clear action plan has been written which recognises the need for more systematic monitoring and the development of assessment throughout the school.

Art and Design

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards at the end of Year 6 are above average and pupils achieve well
- Displays are very good and high value is placed on celebrating pupils' work
- Very good links are made between art and design and other subjects
- The use of sketchbooks is inconsistent
- Pupils have limited opportunities to explore and develop their own ideas

Commentary

Whilst it was not possible to observe any lessons in Years 1 and 2 a wide range of work was sampled. This together with displays, a scrutiny of sketchbooks and two lesson observations in Years 3 to 6 provided sufficient evidence for overall judgements to be made. Standards in pupils' art work are above expectations. This is due to good teaching and the frequent opportunities that pupils have to practise and develop their skills. As a result, many pupils in Year 6 are confident in using a range of media and can differentiate between the qualities of materials and their effects. Pupils achieve well.

In one excellent lesson, pupils responded very positively to the challenging expectations of their teacher and produced high quality portrait work, selecting a medium as appropriate. They were so engrossed with the activity that the room fell silent as they concentrated on their work. Pupils sensitively discussed the expressions in a range of portraits by famous artists and could identify work by Picasso. One child observed that 'colours can show emotions'.

Pupils are provided with well planned opportunities to use a range of media in their work. These include pen and ink, pencils, pastels, paints, print making, pattern work, clay, collage and textiles. Where appropriate, pupils are introduced to the styles of different artists. Very good links are made between art and other subjects in the curriculum. For example, in one art lesson, pupils were making

observational drawings of fruit sections prior to their forthcoming science lesson on seeds. Art work is valued highly through the attractive displays around the school. Sketchbooks are being developed but are not used consistently well. Opportunities are missed for pupils to note what they might alter in present work or develop in the future. Together with assessment, this is identified as an area for development in the subject improvement plan. At present, there are limited opportunities for pupils to investigate their ideas and make choices and decisions about their own work. ICT is used well to extend learning in art and design, through the use of digital photography, specific computer programs and researching websites, such as that of the National Portrait Gallery. Improvement since the last inspection has been good.

Music

Provision in music is **good**.

Main strengths

- The range of instruments and resources enhances the opportunities for pupils to develop good musical awareness
- The opportunities to take part in musical activities both in and out of school are very good and enrich their achievement

Commentary

Music in the school is good as it was at the time of the last inspection. Good leadership and management help pupils to achieve well and attain above average standards. The school makes good use of a specialist area to teach music. The teaching is good throughout the school. Pupils make good efforts, trying to do their best by listening carefully and following instructions. Good planning and teaching ensures that pupils experience a wide range of musical activities. The school makes links to music from other cultures and generations through its work in the humanities. Music is used to support other aspects of the curriculum. For example, in a PHSE lesson, pupils were encouraged to express the feelings that a range of music gave them, and respond using drama.

Pupils sing expressively and tunefully in assembly, bringing dynamics into their work. In a lesson in which they used percussion instruments they showed thoughtful ways of playing them to show a range of sounds and rhythms. They listened carefully to the work of other pupils and described accurately how the sound changed. They understand and explain clearly the way that different instruments make sounds.

Visiting specialist music teachers support the additional musical activities that teachers undertake, such as recorder groups and orchestra. All classes do a performance each year that enables them to develop their confidence and apply what they have learnt in lessons. Overall, improvement has been good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship (PHSCE) is **very good**.

Main strengths

- Good planning that ensures pupils develop very good attitudes
- Good use is made of visiting speakers to enrich the curriculum

Commentary

The school has planned a very effective programme of PHSCE, which includes drug and sex education. Pupils have experience of politics in the election of their school councillors, who have to

prepare their manifestos and seek election by their peers. The school council is effective in bringing about changes, most notably in the provision of diverse activities for the playground and the shady areas for sunny days.

The school provides very well for pupils' personal development through opportunities for them to take responsibility for themselves and others. It encourages pupils to develop skills and understanding that will prepare them for adult life, for example by using visiting speakers such as the school nurse. Drama is used very effectively to enable pupils to act out what they have learnt. From the moment they start school in the Reception year, pupils are used to meeting and learning from their local police officer who makes sure the way he talks about his work is relevant to the varying age groups in the school. He is currently supporting the school's preparation for Year 6 pupils' transfer to secondary school.

PHSCE is led and managed well. The subject is planned well and good resources support teachers in their teaching. The work that pupils do is valued throughout the school and is enriched by the opportunities that pupils have to develop it using ICT

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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