

# INSPECTION REPORT

## **HOLY TRINITY C OF E PRIMARY SCHOOL**

Lower Beeding, Horsham

LEA area: West Sussex

Unique reference number: 125987

Headteacher: Mrs T Bishop

Lead inspector: Mr D Manuel

Dates of inspection: 8 – 10 December 2003

Inspection number: 256495

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:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	77
School address:	Church Close Lower Beeding Horsham West Sussex
Postcode:	RH13 6NS
Telephone number:	01403 891263
Fax number:	01403891115
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Pauline Avery
Date of previous inspection:	27 April 1998

## CHARACTERISTICS OF THE SCHOOL

Holy Trinity is a Church of England voluntary controlled primary school for children aged between 4 and 11 years. The school is situated in the village of Lower Beeding, near Horsham in West Sussex. The school serves the local area, with a small number of pupils coming from out-of-catchment. The area is above average in socio-economic terms. In the past year, nine pupils joined the school at other than usual times and six departed.

Distinctive features of the school include its caring family atmosphere, its commitment to providing an inclusive education through considering the needs of every pupil, whether personal, social or academic, and its provision of the necessary support.

The school is well below average size, with 77 pupils on roll, 39 boys and 38 girls. These are organised into four classes, each with mixed-age groups. There are five children in the Foundation Stage. There are 12 pupils on the SEN register (16 per cent) which is broadly average, two are at School Action Plus but there are no statemented pupils. The number of pupils identified as eligible for free school meals is well below the national average. There are four pupils from minority ethnic groups but none who speak English as an additional language. Children's attainment on entry, related to the early learning goals, is above average, overall. Nearly all reception children have participated in pre-school education at local playgroups.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21090	Mr D Manuel	Lead inspector	English as an additional language Mathematics Science Information and communication technology Art and design Design and technology Music Physical education
9744	Mr P Brown	Lay inspector	
32153	Mrs M Panichelli	Team inspector	Foundation stage Special educational needs English Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Holy Trinity is a good school that provides good value for money.** It has maintained good standards in many areas in recent years under the headteacher's very good leadership and has improved in other areas. Staff work very effectively as a united team and have a very strong commitment to ensuring that all pupils receive a high quality of education that fully meets their needs. By the end of Year 6, levels of attainment are well above expected levels in English, mathematics and science and above expected levels in all other subjects inspected, except religious education where standards are at expected levels.

The school's main strengths and weaknesses are:

- The school provides a stimulating learning environment in which all pupils flourish.
- Leadership, management and governance are very good.
- Teaching is consistently good.
- Standards in English, mathematics and science are well above average by the end of Year 6.
- The personal development of pupils is of high quality and results in excellent relationships throughout the school.
- The quality of accommodation is unsatisfactory and limits progress in some areas and subjects.

The school was previously inspected in April 1998. At that time most areas were identified as being good or satisfactory. The few weaknesses identified then have now been improved, except the quality of the accommodation. The headteacher's very good leadership and the very good influence and support of the governing body have brought about further improvement in a number of areas since the previous inspection. Standards have improved in history, art and design and in design and technology. Religious education now complies with the locally agreed syllabus and provision for pupils' spiritual awareness has improved. Assessment procedures are effective and teachers now have high expectations of what all pupils should achieve in literacy, mathematics, science and history. In the previous report, these were identified as requiring improvement. Annual reports to parents have also improved. The previous deficiencies in accommodation have not been improved and still pose barriers to learning.

### 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	B	A	B
mathematics	A	B	A*	A*
science	A	A	A*	A*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.*

*Similar schools are those with the same range of free school meals entitlement.*

*A\* - Very high and within the top five per cent in the country.*

**By the end of Year 6, pupils attain high standards,** not only when compared with all schools nationally, but also when compared with similar schools. However, care should be taken when comparing these results because of the relatively low numbers of pupils in each year group. Pupils with special educational needs achieve well in relation to their capabilities. Results in national tests at the end of Year 2 in 2003 were above average in reading and mathematics and well above average in writing. **Pupils of all ages achieve well and have an enthusiasm for learning.** They have a good ability to work either independently or collaboratively as required.

**The quality of pupils' spiritual, moral, social and cultural development is very good.**

Relationships throughout the school are excellent and pupils' behaviour is very good. Attendance is above the national average.

**QUALITY OF EDUCATION**

**The quality of education provided by the school is good, overall. The quality of teaching is good.** Teaching has remained consistently good since the previous inspection and promotes good learning by pupils across the age range. Pupils of all capabilities maintain good achievement, building well on their earlier attainment. As pupils develop a wider range of skills and knowledge, teachers introduce ever-increasing challenges to extend their successful learning even further.

The curriculum is broad and balanced, and well-planned learning activities meet the varying needs of groups of pupils of different capabilities very successfully. There is a very good range of extra-curricular activities. The school provides very good levels of care, support and safety for pupils. There is good support for pupils with special educational needs. The school works well with parents, providing good information about events and their children's education. The school has developed good links with the local community and with other schools.

**LEADERSHIP AND MANAGEMENT**

**The headteacher provides very good leadership and management of the school** which focuses on raising standards through improved quality of teaching. She ensures very good management by all staff. Improvements are managed very well by a strong team approach and are very effectively overseen by the headteacher, subject co-ordinators and governors, using very effective procedures to monitor and evaluate the school's progress. **The quality of governance is very good.** The governing body contributes very effectively to the many strengths of the school and fully complies with all statutory requirements. The overall result is that the school provides a stimulating learning environment in which all pupils flourish.

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

Parents are supportive of the school. In their responses, most parents agreed that their children like school, behave well and make good progress. They confirm that teaching is good and that staff encourage their children to become more mature, treat them fairly and expect them to work hard. The team agrees with these views. However, a small proportion of parents disagreed that the school is led and managed well. The inspection team is of the view that the school is led and managed very well. Pupils are very positive, saying that they like school and enjoy their learning. Teachers listen to their ideas and make them work hard. Most agreed that teachers help them a lot and there is always someone to go to if they are worried about anything.

**IMPROVEMENTS NEEDED**

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

- Continue to negotiate with the local education authority to improve the quality of accommodation, in particular the size of the hall, the position of the library, storage facilities and the area for outside activities in the Foundation Stage.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

At all ages, pupils' achievement is good and standards in each area of learning or subject are mostly above national averages or expectations and in some subjects, are well above expected levels. There is a clear trend of rising standards and continuing improvement. Boys and girls achieve equally well due to the focus on providing the best learning opportunities for all pupils.

#### Main strengths and weaknesses are:

- Pupils in Year 6 achieve well and attain well above expected levels in English, mathematics and science. They also attain above expected levels in all other subjects inspected, except religious education where standards are at expected levels.
- Pupils in Year 2 achieve well and attain above expected levels in all subjects inspected, except religious education, where standards are at expected levels.

#### Commentary

1. When children enter the school in the Foundation Stage, attainment on entry is above average, overall. All children achieve well as a result of the good teaching and provision for them. Children are well prepared for transfer to Year 1 and the early learning goals will be exceeded in all areas except physical development. This is a similar judgment to that made at the time of the previous inspection. The children benefit from the interesting and relevant activities, which are matched well to the range of needs and interests in the age group. There are some limitations in children's physical development because the outside play area has yet to be fully developed. Although there is a playground, which can be used for bikes and wheeled toys, there is no access to climbing apparatus nor role-play equipment and this restricts pupils' physical development.

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

Standards in:	School results	National results
reading	16.8 (17.3)	15.9 (15.8)
writing	17.0 (16.4)	14.8 (14.4)
mathematics	17.2 (17.8)	16.4 (16.5)

*There were 11 pupils in the year group. Figures in brackets are for the previous year.*

2. The school's results in national tests for pupils in Year 2 show continual high standards exceeding the national trend. The 2003 results were above the national average in reading and mathematics and well above the national average in writing. Boys and girls achieve equally well.
3. Inspection evidence shows that the standards in the current Year 2 are above expected levels in English, mathematics and science. Speaking, listening and writing skills are very good and pupils speak confidently in front of others, expressing their ideas and opinions clearly. Pupils' reading skills are good and most pupils are likely to attain above expected levels by the end of Year 2. In mathematics, pupils achieve well and develop good levels of knowledge and understanding of basic number work, shape and measurement. In science, pupils show good levels of knowledge and understanding and are good at carrying out investigations. Standards are also above expected levels in all other subjects inspected, except religious education. These high standards are a result of the good use of literacy, numeracy and information and

communication technology (ICT) skills across the curriculum. All pupils achieve well in relation to their prior attainment. Pupils with special educational needs make similarly good progress in their learning. Good teaching and close monitoring of pupils' progress in key areas contribute significantly to the successes achieved.

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

Standards in:	School results	National results
English	29.0 (28.3)	26.8 (27.0)
Mathematics	32.4 (28.3)	26.8 (26.7)
Science	31.8 (30.0)	28.6 (28.3)

*There were 10 pupils in the year group. Figures in brackets are for the previous year.*

4. Results in national tests at the end of Year 6 show continual high standards, considerably exceeding the national trends in English, mathematics and science. The school's results in 2003 were well above the national average in English and very high in mathematics and science. Boys and girls achieve equally well. All pupils make good progress towards the challenging targets set.
5. Inspection evidence shows that pupils in Years 3 to 6 achieve well in response to good teaching. By the end of Year 6, standards in English, mathematics and science are well above expected levels. Standards above expected levels are also being achieved in all other subjects inspected, except religious education. The good standards and progress judged during the previous inspection have been maintained. Pupils use their literacy, numeracy and technological skills very effectively in other subjects. Higher-attaining pupils are achieving as well as they should and most lower-attaining pupils and those of average capability also achieve their full potential. Throughout the age range pupils with special educational needs achieve as well as other pupils due to the good focused support they receive. They are fully involved in lessons through the effective support given by teachers and teaching assistants. The high standards achieved reflect the good quality of education provided and the very good leadership and management of agreed priorities.

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

Pupils' attitudes, behaviour and personal qualities are very good. Pupils' spiritual, moral, social and cultural development are very good. Attendance is good.

**Main strengths and weaknesses**

- Important elements of personal development are promoted very well at an early stage and are built upon effectively throughout the school.
- Excellent relationships and very good curricular opportunities increase pupils' confidence and promote very good attitudes to learning.
- Pupils behave very well and are always willing to help one another.

**Commentary**

6. The school sets high standards for pupils' conduct and these are consistently reinforced by all staff. The result is a positive and supportive learning environment for pupils, who gain increasing confidence and self-esteem as they progress through the school. Pupils' behaviour is very good at all times. Pupils are very polite to one another, to adults and visitors.
7. Teachers create a pleasant and purposeful working atmosphere in lessons. Pupils know they are valued and respond with very good attitudes to learning. They are keen to answer and ask

questions to extend their understanding. Teachers involve pupils regularly in relevant discussions, helping them to identify closely with the opinions and feelings of others. During group activities pupils co-operate very well, agree decisions and carry out challenging investigations correctly, as observed in science and ICT. Pupils with special educational needs respond and behave very well due to the well-targeted support provided. As a result, they, too, have positive attitudes to their work and are keen to do well. Pupils respect and care for one another and this encourages those who are less confident and raises their self-esteem. Parents confirm that their children are keen to come to school.

8. Pupils enjoy school and speak well of it. They show very good levels of self-discipline and respond well to opportunities to exercise responsibility. All pupils in Year 6 have been appointed as prefects and willingly undertake helpful duties in all classes and around the school. They demonstrate good levels of initiative, independence and personal responsibility. Young children are given good opportunities to make choices and, as a result, develop independence and self-esteem in reception. The high degree of mutual respect and the success with which children respond to the expectations of good behaviour are consolidated and developed effectively in subsequent years.
9. Pupils' spiritual, moral, social and cultural development is promoted very well. Pupils respond very well to the school's very supportive approach and most of them develop their social skills considerably during their school life. The staff are good role models and their consistent reinforcement of positive moral and social standards is reflected in pupils' understanding and respect for the feelings, values and beliefs of others. Pupils appreciate opportunities for prayer and reflection within the very good provision for their spiritual development. Sensitive moments were observed during the inspection when values associated with Christingle were shared. These and other opportunities enable pupils to appreciate human feelings and emotions. Pupils' cultural development is very good and enables them to understand the importance of the beliefs and traditions of different faiths in this and other countries. They are very well prepared for life in a diverse multicultural society.

### Attendance

10. Attendance at the school, over the last few years, has consistently exceeded the national average and, despite a slight dip last year, is still good. Unauthorised absence is very much lower than the national average. Parents encourage regular attendance but a minority disrupt their children's education by taking them on holiday during term-time. Pupils arrive for registration on time, reflecting their keen enthusiasm for school. This very good standard of punctuality allows lessons to commence on time and without interruption. The school is very effective in promoting good attendance by following up immediately unexplained absence and by carrying out a statistical analysis of attendance data each term.

#### *Attendance in the latest complete reporting year (%)*

Authorised absence	
School data	94.6
National data	94.2

Unauthorised absence	
School data	0
National data	0.4

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

### Exclusions

#### *Ethnic background of pupils*

#### *Exclusions in the last school year*

Categories used in the Annual School Census
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No of pupils on roll
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Number of fixed period exclusions	Number of permanent exclusions
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White – British	67	1	0
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*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education by regularly seeking to improve the effectiveness of teaching and the quality of the learning opportunities for all pupils. Well planned links between subjects engage pupils in meaningful and productive learning.

### **Teaching and learning**

The quality of teaching, including assessment, is good, overall. The overall quality of learning and achievement is good.

### **Main strengths and weaknesses are:**

- Good planning and teaching provide stimulating learning activities which enable pupils to maintain good levels of achievement.
- The school has implemented the National Literacy and Numeracy Strategies very well and extends pupils' skills in very good links across most other subjects.
- Information from assessment is used well in planning the next stage in pupils' learning.
- Teachers encourage and challenge pupils constantly.

### **Commentary**

11. The good quality of teaching has been maintained since the previous inspection. Good monitoring and evaluation of teaching and learning by the headteacher and subject co-ordinators have contributed to the good quality.
12. Teaching and learning are good, overall, at the Foundation Stage. Teaching in Years 1 to 6 is good, overall, with a small proportion which is very good. The result is the good quality of learning by pupils of all capabilities, maintaining good achievement and building successfully on earlier attainment. As pupils develop a wider range of knowledge and skills, teachers introduce ever-increasing challenges to stimulate them and to extend their learning even further. Teachers plan particularly good and meaningful links between literacy, numeracy and other subjects. ICT is used very effectively in lessons to support pupils' learning. Teaching of pupils with special educational needs is good. Pupils' individual education plans have specific targets that are clear, well-matched to their needs and result in good progress being made.
13. Another consistently good feature of teaching is the use of support staff. Teaching assistants provide good guidance for the pupils with whom they work as a result of the thorough briefing they receive from class teachers. Such staff contribute well to the progress of pupils with special educational needs in particular and help them to make good progress, especially in English, mathematics, science and ICT. Teaching assistants are aware of pupils' individual targets and they inform the teachers on the progress pupils make and of any learning difficulties that arise. Higher-attaining pupils are given appropriately challenging learning activities and the high standards that they maintain are a sign of their continuing good progress. Average and lower-attaining pupils are also challenged at their respective levels of capability. This support contributes significantly to the high standards achieved throughout the school.
14. The school has good systems and procedures in place to meet individual pupils' needs for which targets are set. Good quality records provide a highly effective means for teachers, parents and pupils to track academic and personal development throughout their life in the school. Assessment information is used effectively to guide the planning and match work carefully to pupils' capabilities. The detailed assessment of particular groups of pupils, including the performances of boys and girls, has proved successful in helping to identify

where support and challenge are needed. At the start of lessons, teachers share the learning objectives with pupils and these are reviewed together at the end. In this way, pupils are clear

about what they have to learn, what they have achieved and how they can improve. This has a significant impact on the good progress pupils make. The marking of pupils' work is good and in English and mathematics is related effectively to the pupils' individual targets.

**Summary of teaching observed during the inspection in 27 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	18	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.*

**The curriculum**

The curriculum is broad, balanced and relevant to pupils' needs. Good planning and use of resources, including good extra-curricular provision, motivate pupils to learn and develop personally. The quality of accommodation is unsatisfactory and does not allow the full curriculum to be taught effectively.

**Main strengths and weaknesses**

- The school provides a good curriculum with a stimulating range of opportunities.
- The curriculum enables all groups of pupils to achieve well.
- Provision for pupils with special educational needs is good and enables them to make good progress.
- Very good links are planned to extend literacy, numeracy and ICT skills in other subjects.
- The accommodation is unsatisfactory and this has a negative impact on pupils' physical development.

**Commentary**

15. The curriculum is securely based on the National Curriculum and the locally agreed syllabus for religious education. All statutory requirements are met. The national strategies for literacy and numeracy are used consistently well and are contributing to the maintenance of high standards. Pupils' literacy and numeracy skills are reinforced well through their effective use in subjects such as science, history, and ICT. Provision for personal, social, health education and citizenship, including sex education and drugs awareness, is very good.
16. Teachers' planning makes good use of national guidance to ensure that pupils' learning builds systematically as they move through the school. They establish very good links between subjects to make learning more meaningful for pupils, and particularly good examples were seen of them using literacy and ICT to support and extend learning in other subjects. For example, in history, pupils created their own good quality 'newspaper style' accounts of when a plane crashed in the village in World War II. All staff make good contributions towards the good quality of learning opportunities throughout the school.
17. The school provides a wide range of after-school activities that are well attended by boys and girls. They include opportunities to take part in sport, music, art, and ICT. Educational visits are planned carefully to support and extend learning, as, for example, in history and science and also include a residential visit for all pupils in Year 6. The curriculum is considerably enriched through these creative and physical activities which contribute strongly to pupils' personal development.

18. The curriculum is reviewed regularly and the headteacher and staff work hard to ensure that it is entirely relevant to the needs of pupils. Often this leads to new strategies being implemented to meet changing circumstances or to improve provision. For example, the need to improve provision for pupils' personal, social, health education and citizenship was identified and a well planned programme was introduced systematically throughout the school. This programme has improved pupils' behaviour and confidence as well as promoting more respect for themselves and for others. The curriculum is further enhanced by visiting speakers and artists. A number of parents with specialist expertise, for example, in art, have visited the school to support particular topic themes. The good quality of the curriculum prepares pupils successfully for the next stage in education.
19. Arrangements for supporting pupils with special educational needs are good and fully comply with the Code of Practice. Teachers and teaching assistants carefully adapt work to meet the specific needs of individuals, including their academic, personal, social and physical needs. This support enables them to access all subjects and improves their attitudes and responses to learning.
20. The school has unsatisfactory accommodation, which has not been improved since the previous inspection. In particular, the hall is too small for pupils in Years 3 to 6 to participate together in physical education; storage space is very limited and the library is in hatted accommodation away from the main building. The outdoor environment is well developed to support personal and physical development for older pupils but there is insufficient apparatus for children in the Foundation Stage. The school has good resources for English, science and ICT, with satisfactory resources for most other subjects. Resources for physical education are unsatisfactory, particularly large apparatus in gymnastics.

### **Care, guidance and support**

Pupils receive very good care and support. Procedures for health and safety, including child protection, are very effective. Pupils' opinions are listened to and, where appropriate, acted upon.

### **Main strengths and weaknesses**

- Pastoral care provided for pupils is of a very high standard.
- Monitoring and tracking of pupils' achievements and personal development are very good.
- Health and safety practices and procedures, including those relating to child protection, are comprehensive and highly effective.
- Arrangements for seeking the views of pupils, and acting upon these, are good.

### **Commentary**

21. The school has established good health and safety procedures which meet needs fully. The governing body conducts regular audits in order to ensure proper compliance with procedures and to identify potential hazards. Full and proper risk assessments have been carried out and those relating to external visits are of a particularly good quality. Staff and pupils display a high level of health and safety awareness and this aspect of pupils' welfare is communicated to parents through dedicated bulletins that address such issues as parking in front of the school and procedures for signing-in.
22. The school has good induction arrangements for pupils and this enables them to settle quickly into the life of the school and feel valued. Child protection arrangements are very good. The headteacher has designated responsibility and all staff have been trained in the school's systems and made aware of the need for constant vigilance.
23. The pastoral care of pupils is very good and is founded on the excellent relationships that exist between pupils and adults. Teachers and their support staff have a close knowledge and understanding of individual pupils, which allows them to provide guidance and support that is

pertinent and delivered effectively. This support is complemented by a strong network of personal friendships between the pupils themselves, which results in many concerns being addressed successfully within their peer group. This high quality of care and support is evident in most lessons as teachers and pupils work together.

24. The care provided for pupils with special educational needs is good and complies with the Code of Practice. Individual needs are quickly and accurately identified and the support mechanisms established are effective and timely. Individual programmes are detailed and regularly reviewed.
25. Procedures for monitoring and tracking pupils' achievement and personal development are very good. The progress of pupils is recorded meticulously and the process provides a highly effective means for teachers, parents and pupils to be aware of personal development throughout the school.
26. The school seeks the views of pupils and, where appropriate, acts upon these. Pupils were fully consulted about the school's 'Golden Rules', for example, and a strong view was expressed at a meeting with pupils that teachers should regularly seek and value their opinions. However, at present, there are no formal channels of communication, although there are plans to form a School Council so that pupils will have a greater involvement in the life and work of the school.

### **Partnership with parents, other schools and the community**

The school has established good links with parents, the local community and other schools.

### **Main strengths and weaknesses**

- Parents are positive in their views of the school.
- The school keeps parents well informed of events and their children's progress.
- Links with the local community are good.
- Effective liaison has been established with other schools.

### **Commentary**

27. Parents are supportive of the school, believing standards to be high, teaching good, and pupils to be provided with very good pastoral support. They also consider that the school provides a safe and secure environment in which their children thrive.
28. Communication with parents is good. Newsletters are issued weekly and these are lively, informative and well presented. The school prospectus and governing body's annual report provide detailed and useful information concerning policies, procedures and activities undertaken within the school. The written reports are comprehensive, reader-friendly and include clear and measurable targets for pupils to achieve in the future. A positive home-school dialogue is made possible by the opportunity provided for parents and pupils to record their own comments on these written reports on a termly basis.
29. Written communication is reinforced effectively by regular parents' meetings involving a 'Meet the Teacher' evening in the autumn term, followed by further opportunities for face-to-face discussions in later terms. Communication with parents, however, is most effectively conducted informally at the end of each school day where teachers are found to be highly accessible, extremely co-operative, and willing to provide good quality feedback based on their very good knowledge and understanding of individual pupils. Through these events, the school seeks, values and acts regularly upon parents' views. Home-school agreements, to which the school, parents and pupils are party, formalise and consolidate links between school and home effectively.

30. Parents contribute positively to the life of the school. Significant financial help is provided through the Parent and Staff Association, which also acts as a focal point for social activities. Many parents also help with school visits, after-school clubs and listening to readers in class.

These are useful contributions to the good progress that pupils make. Very effective procedures have been established for dealing with parental complaints and concerns when the occasion arises.

31. Strong links exist with the local community and these enhance pupils' learning. A very close partnership has been forged with Holy Trinity Parish Church, involving both regular pupil participation in church ceremonies and regular visits to the school by the vicar. His regular leading of assemblies and support for the teaching of religious education makes a significant contribution to pupils' spiritual development. Strong links have been established with local soccer, athletics and tennis clubs, which provide pupils with additional sporting opportunities. Effective business links have been established, notably through sponsorship provided by local hotels. These links provide good resources and support for pupils' learning and personal development.
32. A strong partnership exists with local schools and playschools. Membership of the Association of Small Schools around Horsham provides opportunities for teachers and pupils to share ideas, resources and learning experiences. Links with local secondary schools are good, a particularly imaginative initiative being the Science Bridging Project, run in collaboration with all the Horsham secondary schools. This project enhances pupils' science skills.

## **LEADERSHIP AND MANAGEMENT**

The headteacher and key staff provide very good leadership and management of the school. A very good governing body is rigorous in its monitoring of the school's progress and is a strong source of support for staff and pupils.

### **Main strengths**

- The headteacher's very good leadership and management are well supported by all staff.
- The governing body provides very good levels of governance.
- Very good support is provided by finance and administrative staff and by teaching assistants.

### **Commentary**

33. The leadership shown by the headteacher is very good, and the very clear direction that she gives to the work of the school has ensured that leadership shown by other staff is also very good. The shared commitment of all teaching and non-teaching staff and governors is central to the continuous improvement of the quality of education and of the standards achieved by pupils.
34. Another strength is the very good management of agreed strategies for improvement. The school development plan is an effective whole-school document for improvement. In support of the set targets, all staff are committed to ensuring a very inclusive approach in which the needs of all pupils are paramount. The school is well organised, with high levels of delegation. All staff are clear about their role, responsibilities and personal objectives and they work together very effectively. Regular self-evaluation and the monitoring of performance data take place and key priorities are agreed by all staff to ensure that standards continue to improve. Continuing staff development is clearly detailed in the school development plan. Performance Management systems are fully in place and are effective.
35. Subject leaders analyse results and monitor standards in their subjects effectively. The influence of their very good leadership is reflected in most subjects throughout the school. The

co-ordinator for special educational needs provides very good leadership. She has created a positive ethos in which teachers and support staff work closely and successfully together to cater for the individual needs of those pupils who need extra help. She has a good overview of all individual education plans and reviews targets on a termly basis. These successful strategies result in all pupils achieving their full potential.

36. The governing body provides very good support for all aspects of the school's work and the governance of the school is very good. Their strong commitment has been instrumental in their very effective influence on the school and the improvements since the previous inspection. Negotiations to improve the quality of accommodation are still taking place. Progress towards the school's targets is monitored rigorously and key aspects of the school's work, such as the raising of standards in English, mathematics and science, are influenced very positively by the interest and involvement of the governors. All statutory requirements are met in full.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	258,851	Balance from previous year	1,110
Total expenditure	226,549	Balance carried forward to the next	21,686
Expenditure per pupil	2,436		

37. The overall efficiency of the school is very good. The headteacher and governors have developed well-structured financial procedures that support the school's educational priorities effectively. Good use is made of new technology in all aspects of the school's work to improve efficiency levels and to support the curriculum. Specific funding, such as that for special educational needs and national funding for ICT, has been used efficiently and resources acquired are used effectively to support teaching and learning.
38. The school applies the principles of best value for money very well and consults and involves regularly all those concerned in decision-making about spending, including staff, parents and pupils. Full consideration is given to alternative providers for services and resources in order to acquire cost effectiveness and, as a result, money is spent efficiently. The school uses performance data regularly and effectively to compare what is being achieved against other schools' performances. The school's day-to-day financial controls and procedures are very good, enabling the headteacher and governors to monitor closely and evaluate spending decisions, such as maintaining the provision of teaching in the class for the youngest pupils. The most recent financial audit took place over a year ago and acknowledged well-managed financial controls. Taking into account the good achievement by pupils, the high standards attained, the overall good teaching and learning that take place, and the above average unit costs, the school provides good value for money.

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

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

Provision for children in the Foundation Stage is good and, as at the time of the previous inspection, children are well prepared for transfer to Year 1. Two of the five children in reception are part-time but will be full-time in the spring term. Due to the small numbers, the class is joined by some pupils in Year 1 in the mornings and in the afternoon the reception children join the mixed Years 1 and 2 class. All of the children have attended some form of pre-school provision but home visits were not carried out prior to entry as the teacher is new to the school. The children benefit from small group and individual teaching, which makes them keen to learn. Attainment on entry is above average overall, and all children achieve well because the teaching is good. The teacher plans interesting and relevant activities, which are matched well to the needs and interests of the children. The accommodation inside is satisfactory and the covered area immediately outside the classroom has been developed well by the teacher. However, the outside play area has yet to be fully developed and although there is a playground, which can be used for bikes and wheeled toys, there is not access to climbing apparatus or role-play equipment and the area is not fully secure. This restricts the amount of outdoor activity that can be planned and that children can benefit from in their development.

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

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

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

- The children develop good attitudes towards learning and feel at ease in a positive setting.
- Children's behaviour is good, as are relationships between children and adults.
- The children work well as a group and are learning to take turns and share.

#### **Commentary**

39. The teaching and learning of personal, social and emotional development are good and the teacher takes every opportunity to enhance children's development. They are all expected to exceed the early learning goals by the end of the year. The children learn to work independently and they select and use activities and resources with confidence. They take turns at speaking in a lesson where they tell their weekend news and the teacher skilfully directs her questioning to develop their views. Praise and encouragement from the teacher helps them to listen carefully to one another and her good knowledge of each child guides them towards thinking about and sharing ideas, which they do well.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- There are good opportunities for children to speak, listen, read and write.
- Paired reading and role-play sessions enhance the curriculum.

#### **Commentary**

40. The teaching and learning in communication, language and literacy are good and all pupils are on track to exceed the early learning goals. The teacher uses every opportunity to develop the children's communication and language skills by asking questions and helping them to

formulate answers. She has very good relationships with the children and they are gaining confidence in talking and experimenting with language. Children's vocabulary is extended through talking, when they are happy to ask the meanings of unknown words, and through stories and the explanation of tasks. In role-play sessions the children act out the Christmas story under the direction of older pupils and they use the resources in the role-play area to prompt the dialogue. During paired reading, the children show their knowledge of handling books and reading simple text, picking out key words. They listen carefully to stories read to them and talk with a good understanding of the characters. Their knowledge of letter sounds and key words is assessed regularly and the children enjoy making sounds and identifying words. Opportunities for writing and learning to hold pencils correctly are linked to interesting activities, such as writing on Christmas cards to their parents, and these activities develop their communication skills well.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- A good range of activities is planned to support learning and ensures that children achieve well.
- Mathematical development is incorporated effectively into other curricular areas.

### **Commentary**

41. Teaching and learning are good because of the range of interesting activities which are offered and the incidental learning that the teacher introduces into many tasks. When children are playing in the water tray, the teacher instigates questioning about the shape and size of the metallic objects in the water and asks direct questions about floating and sinking. On explaining a printing task, the children are asked to print a pattern and they show prior knowledge of making patterns. Activities to support counting, such as sorting and threading, are put out for the children to attempt; as for example, the correct ordering of numbered hankies that are pegged to the line in the outside area. All the children count accurately from one to ten and ICT is used well to consolidate counting and number recognition. The children benefit from sometimes working with pupils in Year 1, where they learn, for example, the order of the days of the week and ordinal numbers. However, this work is not always followed up with practical activities and opportunities are missed to consolidate their knowledge and understanding. All of the children are expected to exceed the early learning goals by the end of the year.

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

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

### **Main strengths and weaknesses**

- The use of ICT is good and children are confident in using equipment.
- A good range of activities is planned to enhance the children's knowledge and understanding of the world around them.

### **Commentary**

42. Teaching and learning are good and the children achieve well. They know how to press switches on a listening station when playing a story tape and their skills on the computer are above expected levels. Children demonstrate good control of the mouse and excellent dragging skills, which enable them to enjoy the programs independently. When using play dough they manipulate this well and handle the tools and cutters carefully. They talk about their

own families and homes and link their discussions to the Christmas theme, which is the ongoing topic. Their knowledge of the Christmas story as an important Christian festival is reinforced effectively through stories, puppets, a Nativity scene, artwork and participation in the infant play. The musical Nativity incorporated speaking, singing and dancing and the children performed very well, displaying good skills. Nearly all children are expected to exceed the early learning goals.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children use tools and malleable materials well.
- They move with confidence and co-ordination.
- Although the outdoor play area is adequate, there is not sufficient access to apparatus or role-play equipment.
- Resources for construction equipment are insufficient.

### **Commentary**

43. Teaching and learning in this area are satisfactory. Children who danced in the school play moved confidently and with good expression. When playing in the outdoor area on bikes and wheeled toys, their co-ordination and control was good. All children will meet the early learning goals in this area and a few will exceed them. In one session observed, children instigated a game themselves but there was no direct adult focus to challenge and encourage pupils to extend their ideas. Children develop their manipulative skills adequately by handling dough, pencils and crayons, cutters and sponges carefully to make a range of shapes and patterns.

## **CREATIVE DEVELOPMENT**

It was not possible to make an overall judgement of provision or the quality of teaching, although the work on display was of good quality. A wide range of media is used in art and design and design technology demonstrating good coverage of the curriculum. Role-play was observed after the paired reading session and older pupils directed this well. Children learnt the words of the Christmas songs very well. The area immediately outside the classroom has been developed effectively to encourage children to experiment with a range of creative activities.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Teaching is consistently good.
- Pupils achieve well in speaking and listening, reading and writing.
- Writing across the curriculum is developed well and has a positive impact on the standards achieved.
- High expectations of pupils encourage good presentation and marking helps pupils to improve their work.
- The use of ICT contributes to improving reading and writing skills.
- The location of the library makes access difficult, especially for younger pupils.

## Commentary

44. Standards are well above those expected nationally. By Year 6, attainment in speaking and listening, reading and writing is well above average when compared with all schools nationally. This is a similar judgement to that made at the previous inspection. By Year 2, pupils' attainment is also well above average in speaking, listening and writing and is above average in reading. The very few lower-attaining pupils also achieve well and attain average standards.
45. The achievement of all pupils is good, and careful planning considers the needs of the different age groups within the class, providing suitable challenges for higher-attaining pupils. Pupils with special educational needs are supported well by teaching assistants, who focus well on learning points and use praise and encouragement effectively.
46. Pupils in Years 1 and 2 listen attentively to the teacher and one another. They make good progress in developing their speaking skills because questioning is used effectively to encourage them to explain their answers or opinions. For example, pupils discussed what they had found out about old toys during the Grandparents' Tea Party, using descriptive language appropriately and making due reference to the stimulating classroom display. By Year 6, pupils are confident speakers and the teacher uses every opportunity to develop their skills by skilful questioning, discussion and debate. Pupils respond well to role-play and the dramatisation of part of the story *Goodnight Mr Tom* by two boys, for example, prompted lengthy discussion, with good ideas and opinions acknowledged and developed by the teacher.
47. By the end of Year 2, higher-attaining pupils read fluently and with confidence and use a range of approaches when tackling unknown words. Average and lower-attaining pupils use their knowledge of letter sounds well to build unfamiliar words. The effective teaching of letter sounds and other strategies supports reading very well. Pupils read to teachers and teaching assistants and there are opportunities for reading together during lessons. After a guided reading session with the teacher, higher-attaining pupils showed their good levels of understanding by sharing what they had learned from a challenging text with the rest of the class, making an effective link with the class topic. By Year 6, pupils' confidence helps them to tackle a variety of tasks by gathering information from a range of texts. They enjoy reading and discuss their favourite books and authors, giving reasons for their preferences. Paired reading between older and younger pupils is organised well and the interaction between them is meaningful and effective.
48. Pupils' writing by the end of Year 2 is very good, overall, and this is because of the high expectations of teachers with regard to both content and presentation. A wide range of activities is covered and pupils are taught effectively how to structure sentences and plan stories, as well as the correct use of punctuation, handwriting and spelling. The use of small whiteboards to practise words and sentences and share word definitions helps all pupils to make good progress. By Year 6, pupils are expected to write at length and are set challenging tasks, which they respond to well. They collaborate well in pairs, for example, when changing a piece of text into a play script and the teacher uses pupils' work skilfully to illustrate how to assess their writing and how they can learn from their mistakes. They write at length on a range of topics and very good marking gives pupils good ideas on how to improve their work.
49. The quality of teaching and learning is very good and the strong focus on literacy enhances other areas of the curriculum. Teaching is based on good planning that shows how tasks are matched to the pupils' differing learning needs within the mixed-age classes. Teachers have very good subject knowledge and their classroom management is very effective, reinforcing the excellent relationships in the school. Purposeful and enjoyable activities, which are linked to their own experiences or current topic work, encourage pupils to concentrate in lessons and to work hard and with enthusiasm. They write invitations to the school play and

'thank you' letters to grandparents with enthusiasm, and show good knowledge of the story

they adapt into play scripts. Teachers encourage pupils to complete tasks within a time limit and the outcomes are very good, overall.

50. The subject is very well led and managed by the co-ordinator, the headteacher, who monitors standards through the analysis of test papers, the moderation of writing tasks and classroom observations. Assessment and tracking systems identify pupils with special educational needs or those who do not make sufficient progress. Targets which are set on a termly basis, are reviewed regularly. Resources are good and are used effectively to stimulate pupils' learning.

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

51. Speaking and listening skills are developed well in all subjects. Reading skills are used effectively in all lessons and in pupils' research, which includes supervised use of the Internet. ICT is used very well and pupils show confidence from Year 1 onwards in the use of computers to develop their word processing skills. Pupils are given good opportunities to write at length in subjects such as history, geography, science and religious education, which develop their understanding of the need to write in different styles for different purposes effectively.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Teaching is consistently good.
- Standards of attainment are well above average.
- Very good planning of learning activities challenges pupils of different capabilities and stimulates their interest in the subject.
- Very good subject co-ordination monitors the improvement in the quality of teaching and pupils' standards very well.

### **Commentary**

52. All pupils achieve well. By the end of Year 2, standards are above expected levels and by the end of Year 6, standards are well above expected levels. This is a similar judgement to that made during the previous inspection. The school's targets confirm these judgements. Teachers' methods and strategies are very effective in stimulating pupils and inspiring them to enjoy their lessons. Boys and girls respond with great interest and achieve equally well.
53. Pupils in Year 2 have a good knowledge and understanding of number, shape, measurement and methods of calculation. They are good at problem-solving, using addition and subtraction in different ways. They use a range of measures accurately in different standard and non-standard units. Pupils with special educational needs achieve well and overcome any learning difficulties as a result of the good support they receive.
54. Achievement in Years 3 to 6 is good, overall. Performances in annual tests contribute very effectively to teachers' tracking of progress in relation to set targets and detailed information is shared with pupils and their parents. All pupils in Year 6 flourish as a result of very good teaching. In work on fractions, most pupils confidently and accurately calculate different types of equivalent fraction, including decimals and percentages. During the inspection, pupils in Year 5 and Year 6 were set the challenge to investigate a range of plates and lids to find the relationship between the circumference of a circle and the diameter. They worked together well, trying different strategies to overcome difficulties, including how to be sure they had found the centre. Standards are well above expected levels.

55. The National Numeracy Strategy is implemented very well throughout the school. The quality of teaching and learning is good and occasionally very good. The main strengths shared by all teachers include the high quality of their planning. This takes careful account of the different capabilities of pupils and has a beneficial influence on the rate of pupils' learning. As pupils develop a wider range of skills, teachers introduce ever-increasing challenges to extend their learning. Other strengths include high expectations of work and behaviour and the establishing of excellent relationships, which together challenge and encourage pupils to achieve well. Homework is set regularly to reinforce the learning of established and new skills.
56. Co-ordination of the subject is very good in both its leadership and its management. The co-ordinator's detailed analysis of pupils' performances in regular testing highlights specific areas for development in each year group. Annual action plans identify wide-ranging, relevant tasks that relate to the raising of standards. Resources are satisfactory in quantity and quality, and are used effectively to support pupils' learning. Storage space is limited because of unsatisfactory elements within the accommodation.

### **Mathematics across the curriculum**

57. Pupils have very good, regular opportunities to use their mathematical knowledge in other subjects. Particular strengths include the use of data-handling in ICT lessons to present the results of investigations in preferred forms of graphs and charts and to investigate the range of mathematical probability from impossible to certain. Measurement is practised regularly in science and design and technology, for example, and an emphasis is placed on accuracy, even to millimetres if necessary.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards in science are well above expected levels.
- Pupils are very good at using their knowledge and skills to investigate and solve problems.
- The quality of teaching is very good, making good use of a wide range of resources.
- Leadership and management of the subject are very good.

### **Commentary**

58. Standards, by the end of Year 2, are above expected levels and by the end of Year 6, are well above expected levels. These judgements show that high standards have been maintained since the previous inspection. Pupils' achievement is very good as a result of the very good teaching in the subject, most of which is done by the subject co-ordinator.
59. Pupils in Year 1 and Year 2 investigated a range of man-made and natural materials to test their suitability for different uses, such as a bib for a baby. They thoughtfully selected a combination of towelling for softness to touch, backed by a waterproof plastic to protect clothing from spilt drinks. In well-planned tasks, imaginative teaching methods and skilful questioning lead to pupils developing high levels of interest and keen involvement in practical experiences, which help pupils of all capabilities to learn very well. This was very evident when pupils in Years 3 and 4 created electrical circuits and designed torches to be used in different circumstances. Pupils in Years 5 and 6 have very good investigative skills, which they used well to identify factors that might affect the size and position of the shadow of an object. They carried out detailed tests to make careful measurements and recorded their results very precisely using their ICT skills. Teachers make very good use of assessment to plan lessons that build carefully on pupils' previous understanding. Good use is made of the

school grounds and, in particular, the specially created environmental area called 'The Secret Garden'. This resource is used well, for example, to enable pupils to record carefully their observations of mini-beasts and other living things.

60. Pupils apply their literacy and numeracy skills well, for example, when writing about their experiments and when making accurate use of measurement and graphs. These well-planned activities stimulate pupils greatly and create meaningful links with other subjects wherever possible, including speaking and listening skills. Pupils work together well, identifying the need for fair testing by changing one variable at a time. Pupils with learning difficulties are supported sensitively and have activities carefully modified so that they succeed in tasks. Resources are good and are used effectively to support pupils' learning.
61. The subject co-ordinator leads and manages the science curriculum very well, so that teaching and learning build on pupils' previous experiences and achievement. Assessment at the end of topics is used well in planning future lessons and challenges. She provides a good role model for the subject by teaching in most classes and supporting other teachers.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses are:**

- The quality of teaching and learning of ICT skills throughout the school is good.
- The good resources are used well and good links are made with other subjects.
- The co-ordinator provides very good leadership and management.

### **Commentary**

62. All pupils achieve well and, by the end of Year 2 and Year 6, almost all pupils attain standards that are above expected levels. The good standards observed in the previous inspection have been maintained.
63. Pupils in Year 2 are keen and confident when working at a computer, either on their own or with a partner. They carefully follow instructions from their teacher to access selected programs. In a lesson in Year 2, pupils demonstrated a good understanding of the skills needed to enter details about when pupils' birthdays occurred. They correctly identified a range of information from their presentations. Pairings are grouped so that lower-attaining pupils receive regular support from their working partner or an adult to help them achieve their targets.
64. By Year 4, pupils have extended their knowledge and skills of data-handling well and know how computers can be used to control events. For example, they create sequences of commands to control a screen robot, including 'repeat' commands. Pupils use their skills well in other subjects, such as geography when they access the BBC Weather Centre website to compare and contrast weather conditions around the world. Pupils in Year 6 are aware of the wider uses of ICT when creating multi-media presentations using text, graphics and sound. Pupils of all capabilities demonstrated skills above expected levels for their ages. The very small minority of lower-attaining pupils received regular reassurance and help without over-direction and this enabled them to achieve the same high levels. The school has also established e-mail links with schools in Venezuela and the United States of America and this enables pupils to make positive links with pupils of other cultures.
65. The quality of teaching and learning is good throughout the school. Teachers have worked hard and successfully to make the fullest use of computers and to develop their own technical skills and confidence. They plan lessons well and make good use of technology to demonstrate and

reinforce skills. As a result, the activities are imaginative and exciting and are set at the right level of challenge for pupils of different capabilities in their classes. Pupils enjoy using computers and this is clearly reflected in their enthusiasm, their excellent relationships and their willingness to share ideas and to support their partners when working together. Another good feature of lessons is the way in which teachers and teaching assistants make themselves available to support individuals, encouraging more confident groups to explore new techniques, whilst supporting those who are less skilled.

66. The subject co-ordinator has created a very positive learning atmosphere within the subject, which supports and enhances learning in other subjects well. This positive approach has enabled computers and other forms of technology to become an integral part of day-to-day learning. The quantity and quality of resources are good. The school has worked hard to create small working areas despite the restrictions in the accommodation. National funding has been used effectively to improve resources and increase the competence and confidence of staff to the benefit of all pupils.

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

67. ICT is used to very good effect to support learning in most subjects. This was demonstrated most effectively in history, involving literacy skills, when pupils created text and graphics to retell stories in newspaper style of the day when an aircraft crashed in the village in World War II. Regular links are also made through word-processing, the use of data-handling and control work in mathematics and in the use of art programs. Supervised use of the Internet enables pupils to carry out research into a wide range of sources. The information is used effectively to enhance pupils' work in many subjects.

## **HUMANITIES**

### **Geography**

No lessons were seen in geography and it is not, therefore, possible to make overall judgements in this subject. From the scrutiny of pupils' work, displays and the school portfolio, the curriculum appears well organised and supported by a range of interesting visits that stimulate pupils and encourage a good standard of work. Pupils learn about other countries and selected topics have links with subjects such as art, design and technology, religious education, dance and literacy. Pupils' work shows that they have developed sound geographical skills in their study of the locality and that they have good knowledge and understanding of their own environment and environmental change. The co-ordinator is currently developing assessment procedures in line with the schemes of work.

### **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- Pupils have good levels of historical knowledge and understanding.
- Standards have improved since the previous inspection.
- Literacy and cross-curricular links are well developed.

### **Commentary**

68. By the end of Year 2 and Year 6, standards in history are above expected levels and this is an improvement on those seen during the previous inspection when they were judged to be at expected levels. The curriculum has been developed very well and by Year 6, pupils have developed good levels of subject knowledge and skills of historical enquiry. This is because of

the range of challenging and interesting tasks they are set, both in lessons and for research topics.

69. All pupils in Year 2 achieve well and develop a good sense of the past. They are developing a good sense of historical enquiry and are beginning to analyse why events such as the Gunpowder Plot happened and what the consequences were. Good teaching encourages and challenges pupils to become good 'historians', for instance, in the handling of artefacts and what can be learned from them. Pupils gave good answers to questions posed by a visitor from the toy museum, for example, and showed that they could distinguish between old and new toys by observing materials and mechanisms. Drama and role-play are used effectively by teachers to make the subject interesting and meaningful. These qualities were seen to good effect when pupils' knowledge and understanding of Victorian times were linked to their local environment, and their enthusiasm and interest resulted in good achievement. Year 5 and Year 6 pupils successfully extended their knowledge of local events since just before World War II, creating very good links with literacy and ICT writing articles about events based on local historical evidence.
70. The subject is well led and managed by an enthusiastic co-ordinator, who has improved resources and extended the curriculum. Visits to museums and historical buildings, and interesting workshops, for example, involving participation in re-enactments of Victorian or Tudor life, enhance and develop pupils' knowledge and understanding. Local history is studied and recorded very well, and visitors to the school bring history to life and stimulate pupils' interest and enthusiasm. The presentation of work is good, as are links with other subjects such as literacy, ICT and art and design.

## Religious education

Provision in the subject is **satisfactory**.

## Main strengths and weaknesses

- Pupils have good knowledge of Christianity and there are strong links with the church.
- Assessment and monitoring procedures are not fully developed.

## Commentary

71. By the end of Year 2 and Year 6, standards are in line with the requirements of the locally agreed syllabus and are the same as seen during the previous inspection. The achievement of all pupils is satisfactory and pupils with special needs are supported effectively by teaching assistants. Pupils have good knowledge and understanding of the beliefs, practices and life styles of the religions they study. A new scheme of work incorporates the locally agreed syllabus and non-statutory national guidance. This is an improvement since the previous inspection.
72. Teaching is satisfactory and, as a result, pupils gain a sound understanding of Judaism and Christianity. Pupils in Years 1 and 2 learn about the Christmas story and discuss in general terms why babies receive presents. This understanding is then linked to the story of baby Jesus and the Wise Men bringing their gifts. Rehearsals were also taking place during the inspection for the Infant Christmas Nativity, which pupils were soon to present to parents. Pupils' speaking and listening skills were also developed effectively in these rehearsals. Pupils in Year 6 extend their knowledge of the customs and traditions of Judaism, particularly with regard to Shabbat and the Torah. Suitable links were made to the importance of sacred texts and to Christianity and pupils completed the required task satisfactorily, although the slow pace of some parts of the lesson affected the development of pupils' understanding.
73. The curriculum is well planned and pupils' understanding of Christianity and other world religions is enhanced effectively through visits to the local church and to a synagogue. Visitors to the school teach pupils about Hinduism and Sikhism and good cross-curricular links are

established, enabling pupils' learning to be enhanced by artwork, cookery, design technology and links with literacy. Resources are good and are used effectively in classroom displays. The subject is led and managed satisfactorily and the co-ordinator has a clear idea of standards across the school and of the developments needed in assessment.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

It was not possible to observe any **music** lessons during the three days of inspection. However, an analysis of teachers' planning, discussions with pupils and pupils' singing in assemblies indicated that the subject meets requirements and pupils enjoy their musical experiences.

Opportunities to observe **physical education** were also very limited. Records show that all pupils in Year 6 can swim at least 25 metres, with most swimming 100 metres or more. In the observed part of a dance lesson, pupils in Years 3 and 4 performed well together in response to music. They practised and performed rhythmic movements representing Victorian factory machinery. They co-operated very well in pairs and larger groups, showing arm, leg and body movements that were synchronised well and very expressively to show the hard work of those times. Very good teaching used very stimulating strategies to challenge and encourage pupils to improve and the resulting quality of movement was good.

The school provides a wide programme of activities in most aspects of the subject. However, it is only just possible to fit a small Year 1 or Year 2 class into the small hall and even then freedom of movement is very restricted. It is not possible to perform gymnastics with older pupils in Years 3 to 6, except on limited occasions when students or other qualified adults are available to split the class into two, with half performing at any one time. These same limitations applied at the time of the previous inspection and little has been done to improve the situation, even though in the view of staff, it is having a detrimental effect on standards in gymnastics.

Pupils' games skills are developed systematically through a good range of competitive sports. A good number of after-school clubs are run and are popular. Visiting coaches and parents assist on occasions. Older pupils participate in inter-school competitions and friendly matches and enjoy considerable success. Pupils also participate in country dance festivals, the village fête and residential visits. These experiences contribute significantly to pupils' sporting and social development.

### **Art and design**

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

### **Main strengths and weaknesses**

- The school provides a broad and rich curriculum that fosters pupils' creative and practical skills and creates good links with other subjects.
- Pupils achieve well in art and design and enjoy the subject.
- Pupils evaluate and discuss their work and that of famous artists thoughtfully.

### **Commentary**

74. By the end of Year 2 and Year 6, pupils attain standards which are above expected levels. This is an improvement since the previous inspection, when standards at the end of Year 6 were judged to be at expected levels. Pupils achieve well because the subject is highly valued, not only for its own merits but also because of the contribution it makes to pupils' understanding of other subjects through well-developed curriculum links. Art and design make a major contribution to pupils' spiritual, moral, social and cultural development, particularly through links with artwork from Peru and India.

75. Inspired by good teaching and a good range of resources, pupils work successfully with an exciting variety of media including water-colour, pastel, acrylic paints, textiles and clay. Pupils' knowledge and skills develop well as they move through the school. Pupils with special educational needs make similar good progress in their creative and design skills, enjoying the less academic tasks.
76. Pupils in Year 2 have recently studied the work of Andy Goldsworthy, a sculptor of natural materials. Following enthusiastic discussion with the teacher, who showed pictures of Goldsworthy's work, pupils were inspired and went outside into the garden area to create their own work in his style, using stones, pebbles, shells, wood, fir cones and leaves. The finished sculptures were of high quality and showed a good range of visual and tactile qualities that pupils discussed enthusiastically as they evaluated their own and others' designs.
77. Pupils' good achievement continues throughout Years 3 to 6. Teaching is good. Teachers have good subject knowledge and use skilful questioning to encourage pupils to look analytically at their own work and the work of others. In this respect, teachers make good use of work of other artists such as William Morris, Henry Moore and Clarice Cliff, using their techniques to inspire and raise the standards of pupils' own work. The print patterns in the style of William Morris, produced by pupils in Years 3 and 4, were particularly good. Pupils in Years 5 and 6 showed good skills in shaping and cutting clay to make their own imaginative containers in the style of Clarice Cliff. Pupils also used a digital camera and other ICT skills to create a file of work, including text and illustrations, to evaluate the success of the whole process. This had a significant impact on their appreciation of the task and the quality of their own work.
78. Assessment procedures are good and together with the evidence from sketch-books, provide teachers with a secure knowledge of pupils' levels of work. Resources are good and are used effectively to inspire pupils' learning. The subject co-ordinator provides good leadership and management of the subject. She shows great enthusiasm and has imparted this to staff and pupils alike. This has contributed greatly to the enjoyment of the subject, the high quality of work around the school and the above average standards achieved.

## **Design and technology**

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

### **Main strengths and weaknesses**

- All pupils achieve well and work enthusiastically.
- The quality of teaching is good.
- Teachers plan good links with other subjects.

### **Commentary**

79. By the end of Year 2 and Year 6, pupils attain standards which are above expected levels. This is an improvement since the previous inspection, when standards at the end of Year 6 were judged to be at expected levels. Pupils achieve well in planning, designing, making and evaluating products through well-planned curriculum links.
80. Pupils in Year 2 consider the design of their product and different options before they begin the making process. In good cultural links, they looked at toys from different parts of the world, including Africa, India, New Zealand and Mexico. They then designed and made their own representations of a Mexican bus. Their finished work reflected good skills in designing and making models with specific features and functions that had been planned well. Pupils in Years 3 and 4 made good links with science when they designed and made torches particularly well to meet a range of circumstances, such as the one that was attached to a walking-stick for a disabled person.

81. By Year 6, pupils' work demonstrates extended skills in all areas of the process. Thorough planning is carried out, with sketches, labels and lists of the materials and resources that will be needed. This was demonstrated well in their work related to the plight of refugees. Pupils designed and built temporary shelters in the school grounds, comparing different styles and considering the different materials, most using sheets of polythene and canes. Having tried them out, they evaluated and improved them by using extra guy ropes and having fewer gaps in the doorway. One perceptive comment was, 'It was good fun but I wouldn't have liked it for long.' Later work shows that they are challenged to extend their skills and use more sophisticated mechanisms for making moving toys. The careful planning and accurate measuring skills required make positive contributions to the development of numeracy skills and contribute successfully to the good standards achieved.
82. The quality of teaching and learning is good. Good links with on-going work in other subjects make tasks relevant and meaningful. Teachers constantly encourage and engage pupils and, as a result, pupils are keen to learn and solve problems. Teachers assess pupils' achievement against nationally agreed standards. Good links are made with ICT, particularly control technology, to provide a fuller range of more sophisticated tasks for older pupils. The co-ordinator provides good leadership and management, ensuring that teachers throughout the school carefully plan a suitable range of activities. There has been good overall improvement since the previous inspection.

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

Provision for personal, social and health education is **very good**.

### **Main strengths and weaknesses**

- Provision makes a strong contribution to pupils' personal development.
- All adults provide very good role models.
- Pupils are given every opportunity to discuss important issues and teachers value their contributions.

### **Commentary**

83. The school attaches great importance to pupils' personal development and teachers deal very sensitively with issues such as feelings and emotions, diet, health, sex, drugs and personal safety. Many of these are dealt with effectively in specific sessions set aside for this purpose and also in subjects such as science and religious education. Well-planned sessions have a significant impact on pupils' moral and social development as well as their learning. Many issues that affect all pupils are also dealt with sensitively in assemblies through story-telling and acknowledgements of pupils' achievements, both in and out of school. All adults consistently implement the new policy and approach, which includes the establishing of Golden Rules, rewards and sanctions.
84. All of these qualities help to promote the very calm, caring and supportive atmosphere of the school through a whole-school programme that provides teachers with clear guidance and builds on pupils' learning as they move through the school. From an early stage, young pupils are given good opportunities to gain self-confidence and develop socially and morally responsible behaviour, both in the classroom and beyond it. Pupils in Year 6 are invited to make applications to become prefects. All have done so, and all have been appointed. In their areas of responsibility, they provide very considerate help in classrooms, the playground, in assemblies, the library and in the ICT suite and this help contributes to the smooth running of the school and the excellent relationships. A very good system of self-assessment challenges pupils to reflect and identify positive things about themselves and their achievement and to set personal goals. Pupils are encouraged to learn what it means to be helpful, considerate and mature within their school community and what it means to be a good citizen in the wider and diverse world.

## 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	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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