

INSPECTION REPORT

NYEWOOD CHURCH OF ENGLAND JUNIOR SCHOOL

Bognor Regis

LEA area: West Sussex

Unique reference number: 126021

Headteacher: Mr J Willis

Lead inspector: Mr M Milton

Dates of inspection: 15 - 17 June 2004

Inspection number: 257062

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Voluntary aided
Age range of pupils: 7 to 11
Gender of pupils: Mixed
Number on roll: 302

School address: Brent Road
Bognor Regis
West Sussex
Postcode: PO21 5NW

Telephone number: 01243 825871
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Appropriate authority: Governing body
Name of chair of governors: Mr G Taylor

Date of previous inspection: 23 March 1998

CHARACTERISTICS OF THE SCHOOL

Nyewood Church of England Junior School has 302 pupils in 8 classes and is bigger than most primary schools. Two-and-a-half classes of pupils join the school each year. For the teaching of English and mathematics, pupils in each year are divided into three classes in Years 3 to 5, and four classes in Year 6. There are equal numbers of boys and girls in the school as a whole, with some significant variations in particular years. Most pupils are from White British backgrounds with a small number of pupils from minority ethnic groups. No pupils are learning English as an additional language. The proportion of pupils with special educational needs is above the national average and the proportion with statements of special educational needs is below average. These pupils have a variety of special needs that include general learning, speech and communication difficulties. Few pupils join or leave the school other than at the start and end of the school year. The proportion of pupils known to be eligible for free school meals is below national averages. The area from which the school draws most of its pupils is mixed in terms of social and economic advantage and disadvantage. The school has received the Bishop of Chichester's commendation for music in worship and the community. About 96% of the school's intake is from the infants' school on the same site. Pupils' overall standards on entry are below national averages in reading, writing and mathematics. The school is involved in two national initiatives: The Children's Fund (which is at an early stage of development in Bognor Regis) and the School Sports Co-ordinator Scheme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1723	M Milton	Lead inspector	Mathematics Design and technology Geography Information and communication technology Personal, social and health education
19743	A Taylor	Lay inspector	
28200	P Stevens	Team inspector	Science Art and design Physical education
4486	M Weller	Team inspector	English History Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Nyewood Church of England Junior School is a good, effective school with a significant number of strengths. The headteacher's wise, cheerful, caring and purposeful leadership is particularly effective in creating (i) the school's very good ethos in which all pupils learn well, (ii) the stable team of committed staff and (iii) the very strong links with parents and carers. The good teaching and learning result in good achievement, so that pupils' standards in English, mathematics and science rise from below national averages on entry to match national averages by the time they leave Year 6. Standards are above national expectations in four other subjects. Expenditure per pupil is below national averages. **The school provides good value for money.**

The school's main strengths and weaknesses are:

- Pupils' achievement is good so the school adds value to pupils' learning, although pupils are not usually aware of their targets for improvement in English and mathematics
- Pupils' standards are above national expectations for speaking and listening, information and communication technology (ICT), art and design, history and physical education
- About half of the teaching and learning is very good or better, but there is scope to improve a small minority of lessons
- Provision for pupils with special educational needs is very good
- Pupils enjoy their lessons and are enthusiastic learners, working happily and productively together
- There is very good care for each child within a supportive Christian framework
- Enrichment of the curriculum is very good, including extra-curricular activities that are attended by many pupils and excellent opportunities for geography fieldwork in the Lake District

The school has made good improvement since the last inspection in 1998. Since then, standards have improved in art and design, geography, history, ICT and physical education. A good range of actions has been taken to address successfully the key issues identified by the previous inspection.

STANDARDS ACHIEVED

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

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

Pupils' achievement is good. Standards in mathematics have risen since 2003 and now match national averages, as do those in English and science. Standards in speaking and listening are above national expectations because the curriculum for English provides good learning opportunities for speaking, listening and drama, as do other subjects. Standards in ICT, history and physical education are above national expectations because teaching and learning are very good, the curriculum for each subject provides good learning opportunities

and subject co-ordinators have been particularly effective. Standards are well above national averages in art and design because teaching and learning are very good, and the curriculum provides very good opportunities for pupils to learn a broad range of skills with a variety of media and to use them creatively. **Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.** Their behaviour and attitudes to work are very good, and these make a significant contribution to the pupils' good achievement because they are eager to learn and to be involved actively in their learning. Pupils have some good opportunities to learn about the richness and diversity of other cultures.

QUALITY OF EDUCATION

The school provides a good quality of education that has a significant number of very good features. The overall quality of teaching and learning is good. Teaching and learning are very good in ICT, art and design, and physical education because pupils acquire skills rapidly and have very good opportunities to apply and practise them. The leadership of all three subjects has been effective in developing the specialist subject knowledge and skills of all teachers and inspiring them to teach the subjects very well. There is scope for improvement to the teaching and learning in a minority of English and mathematics lessons. In these lessons the pace of learning slows, learning objectives are not made clear to the pupils, and higher-attaining pupils are not challenged enough. Pupils with special educational needs benefit from very effective teaching in small withdrawal groups and from very good support in class. The school collects much assessment information and analyses this data carefully. There are some examples of the very good use of assessment information to match teaching to pupils' differing learning needs. The quality of the curriculum is good with a significant number of very good features. The partnership with both parents and other schools and colleges is very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good with a significant number of very good features. The work of the governing body is very effective and all statutory requirements are met. Governors receive very good evaluative reports from the headteacher. The leadership of the school is good. All staff work as a coherent team towards school improvement. The school development planning process is good, but subject development plans do not focus explicitly enough on raising standards. The overall quality of subject leadership is good but there is some inconsistency in the effectiveness of this leadership in raising standards. The management of the school is very good. Every aspect of the school's work is monitored and evaluated in an open and honest way. The deputy headteacher provides a very good model of professionalism for all staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' satisfaction with the school is excellent. They express high levels of satisfaction with all aspects of the school's work. The headteacher is held in very high regard by parents. Pupils have a very good level of satisfaction with the school. Pupils are very content with the school's provision, and they suggest hardly any areas where they think improvement is needed.

IMPROVEMENTS NEEDED

The most important things the school should improve are:

- The consistency of good teaching, building on and extending the existing good practice throughout the school;
- Pupils' understanding of how they can improve their work in English, mathematics and science;
- The explicit focus on raising pupils' standards in subjects' development plans.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good, and the school adds clear value to pupils' learning. Pupils' standards were below average on entry to the school in English, mathematics and science but average when they left.

Main strengths and weaknesses

- Pupils' speaking and listening skills are above national averages
- Standards in ICT, history and physical education are above national expectations
- Standards in art and design are well above national expectations
- The achievement of pupils with special educational needs is very good
- Boys' standards in mathematics are better than those of girls

Commentary

1. In the national tests in 2003, pupils' results matched national averages in English and science for all schools and similar schools. For mathematics, results were below national averages for all and similar schools. The Year 6 cohort of pupils in 2003 included more pupils with special educational needs than is usually the case. The trend in the school's results from 1999 to 2003 was broadly in line with the national trend of improvement. In 2003, the school did not meet the targets it set its Year 6 pupils for reaching the expected and above average standards in the national tests for English and mathematics. The school has set challenging targets for the Year 6 pupils in 2004. Since the last inspection in 1998, standards have risen in art and design, geography, history, ICT and physical education.

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

Standards in:	School results	National results
English	26.6 (28.1)	26.8 (27.0)
mathematics	26.4 (28.2)	26.8 (26.7)
science	28.9 (30.2)	28.6 (28.3)

There were 77 pupils in the year group. Figures in brackets are for the previous year

2. The achievement of the current Year 6 pupils is good in English, mathematics and science, and their standards match national averages. Pupils' achievement is good because teaching and learning are good in all three subjects. Also, the science curriculum provides good learning opportunities, particularly for science investigations. The curriculum for English provides good learning opportunities for speaking, listening and drama, and other subjects often provide good opportunities for pupils to use their speaking and listening skills. The achievement of pupils with special educational needs is very good because of the specialist teaching in small groups and very effective learning support they receive from teachers and teaching assistants during lessons. These pupils make particularly good progress with their literacy skills.

3. Pupils' standards in ICT, history and physical education are above national expectations. These standards are above national expectations because teaching and learning are very good in these subjects, the curriculum for each subject provides good learning opportunities and subject co-ordinators have been effective in developing teachers' skills and commitment through all year groups. For example, in history, teachers use a range of lively methods that enable pupils to develop their historical knowledge and understanding and their skills of historical enquiry. Standards are well above national averages in art and design because teaching and learning are very good, and the curriculum provides very good opportunities for pupils to learn a broad range of skills with a variety of media and to use them creatively.
4. The achievement of pupils from all backgrounds is similar, and they reach similar standards. In English and science, boys and girls achieve similar standards. However, in mathematics boys are achieving higher standards than girls. The school analyses assessment data carefully and recognises that boys continue to do better than girls in mathematics but has not yet identified the reasons for the difference in attainment. During the inspection, the boys were more confident and ready to answer questions in mathematics lessons than girls.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Relationships are very positive. Attendance is above the national average. Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.

Main strengths and weaknesses

- Pupils are very enthusiastic about school, and are keen to learn
- They are polite and friendly, and enjoy playing with their friends
- They behave very well and understand the principles of right and wrong
- Attendance is high and parents support the school well in ensuring this

Commentary

5. Pupils from all backgrounds enjoy their lessons and are enthusiastic learners. A high proportion of parents considers that their children like school and behave well. Year 6 pupils, who had just returned from the Lake District, clearly relished their trip and were tackling the follow-up work with very positive attitudes. Pupils are very content with what the school is offering them and have hardly any areas where they think improvement is needed.
6. They are very good at articulating their thoughts and opinions, and they listen to each other carefully and respectfully. They work happily and productively together. Attendance at the very good range of extra-curricular activities is high. Given the chance to learn by themselves and take the initiative, they rise to the challenge. This happened in a physical education lesson where they had to devise their own games and rules.
7. Pupils are polite and friendly and make visitors especially welcome, sometimes even offering their work for inspectors to see! Behaviour is very good and pupils are clear about the class reward systems that encourage them to do the right thing. There have

been no exclusions over the last year, and exclusions are rare. Nyewood is successful in taking in pupils who have found it difficult to cope in other schools.

8. Pupils are happy that bullying is not a worry for them and that adults help if there is a problem. A high proportion of parents report that their children are not bullied or harassed. The large playground, beautiful centenary garden and large fields mean that there is plenty of space for pupils at play times, for running around as well as for sitting quietly. The school is a happy place for work and play.
9. Pupils with special educational needs make very good improvement in their confidence, their willingness to tackle new work, their attitudes and behaviour and the presentation of their work.
10. Pupils' personal development is very good. Pupils are encouraged to reflect on their own beliefs and those of others. Displays around the school include some sensitive poems written after a visit to Chichester Cathedral. Pupils also produced some very good art work after their visit, based on a tapestry by John Piper and the stained glass window by Marc Chagall. In art lessons pupils respond sensitively to the paintings of famous artists and are encouraged to explore their own emotional response to what they are painting as in a Year 6 lesson when pupils painted watercolours of Townend house in the Lake District.
11. Provision for pupils' moral development is very strong. Pupils have a good understanding of the principles that guide moral behaviour. They are involved in formulating class rules. Pupils' social development is also very good. Some older pupils offered to act as 'buddies' to younger children and are very proud of their roles. Pupils get on well together in lessons and at break times. The school makes very good provision for pupils' cultural development, including pupils' knowledge and understanding of the richness and diversity of other cultures. Art has a high profile in the school. Pupils learn about artists from different traditions and cultures. The school sponsors a child in India and pupils enjoy learning about her life and are proud to support her education. There are also links with two schools in South Africa. Pupils raise funds for the township school and enjoy learning about school life in another country. South Africa was the focus for a very well planned week of cross-curricular work when pupils learnt a great deal about the country's life and culture. In 2002, the pupils studied Japan for one week, and in 2003 they studied Europe.
12. Pupils' attendance rate at school is above the national average. Unauthorised attendance is below the national average because parents are careful to let the school know why pupils are away. Parents value the benefits of education and know how important regular attendance is. The school analyses attendance data carefully and gives effective support to the small number of pupils with low attendance rates.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education that has a significant number of very good features.

Teaching and learning

The overall quality of teaching and learning is good.

Main strengths and weaknesses

- Teaching and learning are very good in ICT, art and design, and physical education
- In more than half of the lessons seen, teaching and learning were very good or excellent
- The teaching of pupils with special educational needs is very effective
- There is scope for improvement to the teaching and learning in a minority of English and mathematics lessons
- The comprehensive assessment of pupils with special educational needs is used to monitor the progress of individual pupils and take action to address identified weaknesses
- Pupils are not sufficiently aware of their targets for improvement for English and mathematics

Commentary

Common strengths of the teaching and learning are:

- The sharing of the learning objective with the pupils so that they know exactly what they should learn and the use of the objective at the end of the lesson to help pupils to evaluate their own learning and to enable the teacher to assess pupils' learning;
- Teachers' good subject knowledge so that, for example, explanations and illustrations are clear and accurate, and pupils are helped to improve their skills in, for example, physical education, art and science;
- The use of very good resources, for example, in a design and technology lesson when each pupil had a pack of resources to carry out practical investigations into mechanisms that use cams;
- Effective, calm class management that secures a very good response from the pupils and issues and collects resources efficiently and without fuss;
- A brisk pace of learning with time-limited tasks so that pupils achieve much during lessons;
- A variety of interesting and varied activities, such as introducing an art lesson with a PowerPoint presentation on Van Gogh and giving pupils the roles of experts during a 'Tudor Antiques Road Show';
- The effective use of questions to involve all pupils, to help pupils to build up their knowledge and understanding in a step-by-step way, and to make pupils think;
- The effective use of teaching assistants who support the learning of lower-attaining pupils and those with special educational needs through careful support that ensures that the pupils are fully engaged in the learning;
- The provision of opportunities for pupils to use their initiative as in an English lesson when pupils wrote poetry inspired by river study in the Lake District and a geography lesson when pupils planned their own enquiries based on their Lake District work.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (11%)	15 (42%)	10 (28%)	6 (16%)	1 (3%)	-	-

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.

13. In the very good lessons, pupils learn a great deal. For example, in a very good mathematics lesson, the learning objective was discussed with the pupils so that they were all clear about what they had to achieve. There was a good emphasis on the correct mathematical vocabulary throughout, and ICT was used effectively so that pupils learnt rapidly about symmetry. The teachers' explanations were clear and brisk so that whole-class teaching held the pupils' attention and moved their learning forward rapidly. Ongoing assessment was used well, and pupils' misconceptions were addressed. Pupils were set time-limited tasks, and during work in groups the teaching assistant gave effective support to targeted pupils who learnt a great deal. The concluding plenary section of the lesson used the learning objective to help the pupils to evaluate their learning, and explained how their learning relates to tomorrow's lesson.
14. Although the overall quality of teaching in English and mathematics is good, there is scope for improvement in a significant minority of lessons. Although learning is satisfactory in these lessons, there are weak aspects that limit good learning. For

example, the pace of learning is a little slow, there is not sufficient challenge in the activities especially for higher-attaining pupils, learning objectives are not made clear to the pupils and the concluding plenary part of the lesson does not add enough to pupils' learning.

15. Occasional weaknesses in lessons other than English and mathematics included:
 - insufficient opportunities for pupils to evaluate their own learning during a lesson;
 - the teaching assistant not contributing to pupils' learning during whole-class teaching;
 - a lack of clarity in the instructions to pupils.
16. The particular strengths of teaching and learning in ICT are that skills are taught effectively in a way that fully involves the pupils, and pupils are given challenging opportunities to apply these skills as they study other subjects. In art and design, the particular strengths are that pupils are taught a broad repertoire of skills using a variety of media and given opportunities to use these creatively in ways that are informed by their study of the work of different artists. In physical education, all pupils are fully involved, and skills are taught very effectively so that pupils have time to refine and practise their own skills. The leadership of all three subjects has been effective in developing the specialist subject knowledge and skills of all teachers and inspiring them to teach the subjects very well.
17. The teaching and learning of pupils with special educational needs are very good. Pupils benefit from support in small withdrawal groups and from support in class by specialist teachers and teaching assistants. Resources and activities, including homework, are matched closely to pupils' individual learning needs. Activities such as spelling games are varied and enjoyable so that pupils remain well motivated. Very good teaching is characterised by very good classroom and behaviour management and very good use of praise and rewards. The use of assessment is very good. There is very effective diagnosis of pupils' needs on entry to the school and teachers keep detailed records of pupils' progress. Pupils are encouraged to discuss and contribute to the targets in their Individual Education Plans.
18. The school collects much assessment information from a good range of assessment activities. This data is analysed carefully as, for example, for the comparative performance of boys and girls and for pupils' strengths and weaknesses in English and mathematics at the end of each year group. Strengths of the assessment are:
 - the careful tracking of pupils' progress from year to year in English and mathematics against their predictions based on previous results and challenging targets, although there is not an explicit formal monitoring of their progress towards these targets;
 - the termly assessment of writing for each pupil which includes marking that shows the next steps of improvement, although these are not transferred to pupils' English books;
 - the assessment of all subjects in addition to English and mathematics, and teachers pass copies of these to the relevant subject co-ordinators;
 - teachers' ongoing assessment of pupils each week against the lessons' learning objectives which influences subsequent lesson planning.
19. There are some examples of the very good use of assessment information to ensure that teaching addresses the specific needs of individuals and groups, and of involving pupils in the assessment of their own work. A weakness is that pupils are often unclear about short-term challenging targets for improvement for individuals or groups.
20. The special educational needs teachers know their pupils very well, and the overall quality of their comprehensive assessment is very good. The assessment of pupils on entering the school is thorough and very effective, and is used to allocate pupils to teaching groups and determine the level of support that they need. In October, pupils with special

educational needs are given a standardised reading test and its results are used to make any necessary adjustments to the support that pupils are given. Each June, these pupils are given spelling and reading tests to check their progress during the year. Individual Education Plans are written by special educational needs teachers in consultation with class teachers and teaching assistants. They are based on the thorough assessment information that has been collected for each pupil. Although most of the targets for pupils contained within their Individual Education Plans focus on literacy and numeracy, there are individual plans to develop pupils' fine motor skills and also to support pupils who have speech and language difficulties. The well structured, detailed Individual Education Plans are used as ongoing working documents, and pupils' progress towards their targets is carefully monitored.

The curriculum

The quality of the curriculum is good with a significant number of very good features.

Main strengths and weaknesses

- Enrichment of the curriculum is very good
- The organisation of teaching groups for English and mathematics contributes to pupils' good achievement
- The curriculum is very good for history, art and physical education
- The geography curriculum includes excellent opportunities for fieldwork
- The curriculum for pupils with special educational needs is very good
- Gifted and talented pupils benefit from a good number of special enrichment workshops
- Staffing, accommodation and learning resources are good

Commentary

21. The curriculum is well planned, makes valid links between subjects and meets the requirements of the National Curriculum. For example, good use is made of ICT to enhance pupils' learning in other subjects. The curriculum is satisfactory for English and mathematics, and good for science. The length of some mathematics lessons is longer than recommended by the National Numeracy Strategy and occasionally the pace of learning in these lessons was a little slow. Innovative approaches to curriculum provision include the annual focus for a week on a particular country that is studied from the perspective of several different subjects, and the introduction of a Year 6 skills club for those pupils who are not involved in extra-curricular sports clubs. There is good provision for education about relationships and sex, and the misuse of drugs. The curriculum meets the learning needs and interest of the pupils who particularly enjoy the residential trips, the day visits and the sporting and musical extra-curricular activities. A high proportion of the parents consider that there is a good range of activities that their children find interesting.
22. In 2003-4, 72 per cent of pupils attended extra-curricular activities and 57 per cent attended a sporting club. An ICT club is offered to pupils who do not have a computer at home. A Year 6 skills club is offered to pupils who do not attend any of the sports clubs in order to widen the involvement of pupils in sports. This successful club is being adopted by other Bognor Regis schools through the School Sports Co-ordinator Scheme. The good range of sports clubs includes football, netball, rugby, cricket, athletics and gymnastics. A good range of visitors come to the school, including the local police liaison officer, an Egyptologist and an Antarctic scientist and visits include the Mary

Rose, Fishbourne Roman Palace, Pulborough Brooks and Chichester Cathedral. There are residential visits to the Isle of Wight and the Lake District for pupils in Years 5 and 6. In the Lake District, Year 6 pupils have excellent opportunities for first-hand learning about aspects of geography including rivers and valleys, the landscape created by glaciation, wind turbine farms and hill farming.

23. Pupils are taught in large groups for all subjects except English, mathematics and ICT. For English, pupils from the two classes in Years 3, 4 and 5 are split into three mixed-ability classes and in Year 6 the two classes are split into four sets. For mathematics, the two classes in Years 3, 4 and 5 are split into three sets and in Year 6 into four sets.
24. In art and design, history and physical education, the curriculum contributes to pupils' standards that are above expectations. For example, in history, teachers use a range of lively methods that enable pupils to develop their historical knowledge and understanding and their skills of historical enquiry. In art and design, the curriculum provides very good opportunities for pupils to learn a broad range of skills with a variety of media and to use them creatively, as well as learning about a very good range of famous artists from different cultures. The curriculum for physical education provides rich learning opportunities that include the teaching of advanced skills, a very good range of extra-curricular clubs and the opportunity for outdoor and adventurous pursuits during the residential courses.
25. Because of additional support by special needs teachers and teaching assistants, both in class and in smaller groups, and the effective use of specialised resources, these pupils have very good access to the curriculum. Gifted and talented pupils are identified and encouraged to participate in the local education authority enrichment scheme. A number have participated in workshops for poetry; science at Pulborough Brooks; philosophy; and a Celtic Workshop at Fishbourne Roman Palace. Ten Year 6 pupils were part of a group that won the best portfolio of reviews for the West Sussex Book Awards.
26. There are good levels of staffing for both teachers and teaching assistants. Learning resources are good. The accommodation has been improved since the last inspection and is very good, although some opportunities to display pupils' work are missed, especially for art. The large, attractive school grounds are a valuable resource and are used well for teaching, particularly for physical education.

Care, guidance and support

Arrangements to ensure pupils' care and welfare are very good. The school provides pupils with a good level of support, advice, and guidance. There is a good level of involvement through seeking, valuing and acting upon their views.

Main strengths and weaknesses

- There is very good care for each child, with very positive relationships within a supportive Christian framework
- There are comprehensive arrangements to help new Year 3 pupils settle in when they first start
- Pupils do not know their targets for improvement well enough
- Health and safety procedures are thoroughly and rigorously implemented

- The school council is providing pupils with good opportunities to contribute to the school's decision making

Commentary

27. Christian values underpin the life of the school and pupils are very well cared for and supported. Staff respond well to the needs of the individual child. For example, a group of pupils who have specific social and behavioural problems have been identified and special support mechanisms are in place for each child. The Headteacher carefully oversees these programmes and monitors how effective they are.
28. Each child has an individual 'mini interview' with their teacher at least twice a year, when work and progress are reviewed. Parents consider that the teachers know their children well. Very good relationships in the school ensure the atmosphere is happy and purposeful. During the current school year, the school has introduced a questionnaire survey of pupils' views about its work. As a result, the headteacher had discussions with some classes about their concerns. Following these discussions, pupils can post a note in a box in each class if there is anything they would like their teacher to know. Pupils use this new system, and notes cover friendship issues or work worries.
29. Child protection procedures are good. There are very good systems for ensuring pupils' health and safety. The health and safety expertise of the chair of governors is well used. Procedures are carefully thought out and consistently implemented.
30. The school have improved the induction arrangements to help the new Year 3 pupils settle in when they move from the infant school next door. These are now very good. There is a good deal of two-way communication between infant and junior teachers and pupils are given a 'buddy' who writes a letter of welcome and helps them until they have found their feet. Almost all parents consider that there are good arrangements to help their children settle into the school.
31. The academic guidance pupils receive provides them with sound advice on how their work can be improved. However, although pupils have targets for improvement in English and mathematics, many pupils do not really know them well and teachers do not refer to them in their marking. Pupils are missing the chance to understand what they need to get better at and how they can do this.
32. The previous inspection highlighted a need for pupils to be able to demonstrate their ability to show initiative and exercise responsibility. The school council is providing a good forum for this to happen. For example, pupils organised a non-uniform day, which raised a good sum of money for new playground equipment, and have taken the initiative over guidelines for the use of the playground for different activities. Impressively, councillors know to the pound exactly how much is left in their budget.

Partnership with parents, other schools and the community

The partnership with parents is very good, overall. There are some good community links. Relationships with other educational partners are very good.

Main strengths and weaknesses

- The headteacher is held in very high regard by parents

- The information for parents provides a clear view of day-to-day news as well as wider school issues
- Parents' opinions are valued, actively sought and acted upon
- There is a successful and hard working parent-teacher association, which is particularly appreciated as a sounding board for new ideas
- Relationships with local churches are strong and the choir regularly perform to community groups

Commentary

33. This is a much-respected school, which is sought after by parents. The headteacher is well known in the local community, and knows the children, their parents, and families very well. Parents are very positive about the school and very happy with the educational provision for their children. A high proportion of parents feel comfortable when approaching the school with questions, problems or complaints.
34. A particular feature of note is the way information, not just about daily school news, but about the budget and areas the school is working to improve, is shared with parents. This helps them see the whole picture and so put into context certain decisions the school has made. Curriculum newsletters, which include a section about how parents can help their child, related to the work pupils are covering, are especially useful. Newsletters are also published on the school's very good web site.
35. There is very good communication between the school and parents of pupils with special educational needs. Parents are fully encouraged to attend the annual reviews for pupils with special educational needs and to share the process of devising and contributing to pupils' Individual Education Plans. The special educational needs co-ordinator is readily available should parents have concerns and she liaises effectively so that parents are put in touch with appropriate outside agencies. There is very good liaison with secondary schools over the transfer of pupils with special educational needs to the next stage of their schooling.
36. Consultation processes are strong. Regular questionnaire surveys of parents are carefully analysed and the results are used to improve school practice. The half-termly curriculum newsletters were introduced in response to such a survey of parents' views. The successful, hardworking parent-teacher association is often used as a sounding board for new ideas, as the headteacher really values their input. For example, two parents from the parent-teacher association were recently invited to join a working party reviewing an aspect of the school's work. A high proportion of parents consider that the school seeks their views and takes account of their suggestions and concerns.
37. Community links are strong. In addition to the bonds with local churches, the school choir regularly performs in public. Links with businesses remain limited.
38. Nyewood Junior is a partnership school with University College Chichester, and takes five initial teacher training students each year. School staff play an active role in all aspects of the partnership. There are strong links with the secondary school to which most pupils transfer. This secondary school has sports college status and Nyewood pupils benefit from the work of an advanced skills teacher who works with physical education classes, and after-school gym and tennis clubs. There is a very positive relationship with the infants' school on the same site, and this partnership includes shared curriculum evenings for parents, shared lesson observations to help pupils transfer between schools, and the use by infant classes of the junior school's ICT suite.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good with a significant number of very good features. The governance of the school is very good. The leadership of the school is good and management is very good.

Main strengths and weaknesses

- The headteacher provides wise, good humoured and caring leadership
- Governors are very well informed about the work of the school
- The leadership of some subject co-ordinators is particularly effective
- The school development planning process is good, but subject development plans do not focus explicitly enough on rising standards

Commentary

39. Governors are thoroughly involved in setting up policies for the education and care of pupils and in monitoring the school's progress in implementing these policies. This establishes a very strong foundation for the school's provision and its continuous development. The governors base their work on full awareness of the school's strengths and points for improvement. They achieve this through regularly visiting the school, and receiving very good, evaluative reports from the headteacher and local education authority. Governors have a very good knowledge of the school's strengths and weaknesses, and so are well prepared to be fully supportive and to be constructively critical where necessary. They are committed to resourcing in-service training. Governors fully consult parents and help the school establish very positive home-school liaison.
40. The headteacher and all staff work as a coherent team towards school improvement, as there is a clear vision of providing for both the academic and personal development of pupils within a caring Christian ethos. Examples of innovative curriculum leadership include the two residential courses, the week that is used to focus the work of subjects on a particular country each year, the valid links that are made between different subjects, and the introduction of the Year 6 skills club that is being extended to more local schools under the School Sports Co-ordinator Scheme.
41. Very good relationships underpin all aspects of school development. A strength of the school development planning cycle is the active involvement of the governing body and staff, and the headteacher's regular reports to the governing body on the progress with each target for improvement. The detailed and clearly structured school development plan is helping the school to improve. However, the improvement targets in subject development plans do not focus explicitly enough on raising pupils' standards. These plans include targets to, for example, 'continue to improve children's writing' and 'to contribute to raising the attainment of able pupils' but are not always clear about the practical steps to achieve these targets. These plans do not include success criteria, make clear who has the responsibility for particular actions, and identify who is responsible for evaluating the success of the actions for improvement. The leadership of subjects is good, but there is some inconsistency in the effectiveness of subject leadership in raising standards.

42. The headteacher manages the school very well. He is totally committed to the personal and professional development of his staff and to continuous improvement in the quality of education and care for the pupils. To this end, he thoroughly involves all teachers in the processes of management while at the same time supporting their professional development and continuously improving learning resources. The headteacher's leadership has been particularly effective in creating the school's very good ethos and stable team of committed staff. He also welcomes advice from outside specialists. The analysis of performance data is good, and informs the identification of priorities for improvement. The headteacher monitors every aspect of the school's provision very thoroughly so that he can feed back to staff and governors on its strengths and points for improvement. There is an openness and honesty about the school's strengths and weaknesses. His reports to the governing body include information about the school's progress with its thorough well-structured programme of self-evaluation and review. This includes a programme of subject reviews. Nearly all parents consider that the school is well led and managed. There has been satisfactory improvement in leadership and management since the last inspection.
43. The deputy headteacher works closely with the headteacher in both reviewing the school's development and in initiating plans for its future improvement. She plays a very important role in establishing partnerships between the school and its governors, parents and pupils. The deputy headteacher provides a very good model of professionalism for all staff. Overall, those members of staff with responsibility for subjects carry out their management roles well. These management roles include monitoring, although not all co-ordinators monitor pupils' recorded work. The management and leadership of the special needs team by the SENCO is very good. Communication between the two special needs teachers and the other staff is very good. The processes for the induction of new staff are excellent. The school is heavily involved in initial teacher training, and all evaluations of this are positive.
44. The administration of the school's financial resources is excellent. Best value principles are implemented to an excellent extent. For example, the school has systematic methods for consulting both parents and pupils, and sets itself challenging targets for improvement.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	£739,626
Total expenditure	£735,585
Expenditure per pupil	£2,436

Balances (£)	
Balance from previous year	£5,984
Balance carried forward to the next	£4,041

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

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching and learning lead to good pupil achievement
- Pupils with low literacy skills achieve very well as a result of very good additional support
- Measures taken to improve pupils' writing are beginning to take effect
- The use of targets for pupils and the checking of pupils' progress against these does not work well enough

Commentary

45. Standards in English are average with some aspects that are above average. Standards of speaking and listening are above average; most pupils speak confidently and fluently. Standards of reading are average. Pupils read both fiction and non-fiction independently with enjoyment, but with varying degrees of comprehension. Although pupils' poetry writing is imaginative and above average, overall standards of writing are average.
46. Standards of literacy on entry are below average. All pupils make good progress so that achievement throughout the school is good. A significant proportion of pupils arrive in Year 3 with weak reading, spelling, handwriting and punctuation skills. They are very well supported individually, in small groups and in class so that the achievement of low-attaining pupils and those with special educational needs is very good. There is no noticeable difference in achievement between boys and girls.
47. Teaching and learning are good with some examples of excellent teaching. The teaching of poetry is particularly effective. For example in a Year 6 class, very good use of a video of a waterfall taken on a recent residential trip to the Lake District stimulated pupils' imaginations very effectively as they drafted their poems. In Year 5, the teacher's use of models and illustrations from the poem "The Highwayman", and her challenging questioning and insistence on the precise use of language, drew out some excellent metaphors from all pupils. Lower-attaining pupils and those with special educational needs benefit from additional support in small groups where teachers' planning and preparation of activities and resources are closely matched to individual needs. These pupils respond well to a variety of enjoyable activities such as spelling games, and where teachers and teaching assistants give frequent rewards and praise. On the few occasions where teaching is less effective, high-attaining pupils are not challenged sufficiently in mixed-ability groups.
48. The marking of pupils' work is detailed and helpful, and assessment is sound. Pupils are set individual targets for improvement, but they are not always clear about these and teachers rarely refer to these targets in their marking of pupils' work. The use of assessment to improve the progress of lower-attaining pupils is good but it needs to be used more efficiently to accelerate the progress of others.

49. Leadership and management of English are good. The English curriculum is appropriate and generally well planned with good opportunities for developing speaking and listening, drama and the use of ICT. There is a sound improvement plan for English, although it does not focus explicitly enough on raising standards. The development of pupils' writing has been identified as an area of need and effective strategies are beginning to have an impact. Lessons are observed and teachers' planning checked, but there are still occasional inconsistencies in teachers' expectations. There is also a need for some teachers to allow enough time for pupils to consolidate a particular type of writing before moving on to another. Improvement since the previous inspection is satisfactory with evidence that measures taken will raise standards further.

Language and literacy across the curriculum

50. Standards of language and literacy are average with pupils' speaking, listening and reading better than their writing. Opportunities for developing pupils' language and literacy skills are well planned for across the curriculum. Additional time at the start of the school day and after lunch is used well to develop spelling, handwriting and independent reading. There are good opportunities taken in most subjects to encourage pupils to give oral presentations and extended explanations, to participate in role-plays, to read for information and to write for a range of purposes.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is mostly good and so pupils achieve well in mathematics
- The setting arrangements help teachers to meet the needs of pupils of different abilities
- Boys continue to achieve better results than girls in mathematics
- Assessment procedures are good but the information gained from assessment is not yet used to best effect to support pupils' learning

Commentary

51. When pupils join the school in Year 3, their attainment in mathematics is below average. Although the results in national tests for 2003 were low, this group had a high proportion of pupils with special educational needs. During the inspection, work seen in lessons and work in pupils' books was of the standards expected of eleven-year-olds nationally.
52. Through the setting arrangements, the lower-attaining pupils are taught in smaller groups and have more adult support which meets their learning needs effectively. Similarly, work is usually closely matched to the learning needs of higher-attaining pupils in their sets. Over time, boys have achieved better results than girls in mathematics. In the lessons seen, there was no significant difference between the attainment of boys and girls. However the higher-attaining sets in most year groups contained more boys than girls and there were more girls than boys in the lower-attaining sets. The school recognises that boys continue to do better than girls in mathematics. Staff continue to analyse school data from tests but have not yet identified the reasons for the difference in attainment. During the inspection, it was evident that boys were more confident and ready to answer questions in mathematics lessons than girls.

53. Teaching in mathematics is good overall. In a small proportion of lessons it is very good. In the best lessons, teachers made very good use of ICT to support mathematics. For example, in a Year 5 lesson that used ICT, pupils made very good progress in their understanding of symmetrical shapes as the teacher set tasks of increasing difficulty and pupils responded well to the challenge. In a very good Year 6 lesson, pupils increased their knowledge and understanding of how to apply formulae in a spreadsheet to calculate the areas and perimeters of shapes to solve problems from everyday life. In these and other good lessons observed, teachers set challenging tasks, questioned pupils very effectively and involved pupils well in evaluating their work. The lessons were well paced and clearly focused on the learning objective. However, in a few lessons the pace of learning was sometimes a little slow, pupils were not sufficiently challenged and concluding plenary sessions did not add enough to pupils' learning.
54. The subject is managed effectively. The co-ordinator has monitored planning and regularly reviews pupils' work. The school has a rolling programme for the monitoring of teaching. There are good procedures for assessing pupils' progress and the information gained from assessment is used to set individual pupils or groups of pupils short-term challenging targets, but these are not used effectively enough to improve pupils' learning. Progress since the last inspection is satisfactory.

Mathematics across the curriculum

55. Pupils make sound use of their mathematics skills in other subjects such as design and technology, science and ICT. For example, in science pupils represent data about pulse rates and exercise in different types of graph that they then interpret. In design and technology, much careful measurement is required.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good so that pupils achieve well
- The system for assessment provides good information for teachers' planning
- The quality of the curriculum is good so that pupils are enthusiastic to develop their knowledge, understanding and experimental skills
- Leadership and management are good in developing a team approach to provision

Commentary

56. Pupils' attainment was average in comparison with schools nationally in 2003. The inspection confirms teacher assessments for 2004 in that pupils' overall attainment is still average. This is because too few pupils are currently attaining a level higher than average. Nevertheless, when attainment on entry to the school is taken into consideration, pupils achieve well.
57. By the age of 11, pupils know the major organs of the human body. More-able pupils know their function and to which system they belong. They are also more confident with scientific terminology such as 'consumer' in a food chain. Pupils have a good knowledge of plant growth and reproduction. Their knowledge and understanding of processes to

deal with materials, such as sieving, filtering and evaporating, is sound as is their awareness of ways to set up different types of electric circuits. Teaching provides many opportunities for experimentation.

58. Strong teaching enables pupils to learn the scientific skills, knowledge and understanding they need. All lessons were good or better, while pupils' work showed that teaching over time is also good. In a Year 4 lesson, for example, the teacher ensured that all pupils were included in facing an interesting challenge that was to set up a fair test regarding the strength of different magnets. She provided plans for experimenting that varied according to pupils' abilities. The more able enjoyed the relative independence but, equally, the pupils with special educational needs developed their confidence by using a carefully-structured framework. In addition, they received the typically good support from the teaching assistant. Teachers motivate pupils very well. In a Year 3 lesson, the teacher held an exciting quiz to consolidate pupils' knowledge about the parts of a plant. She then used her good subject knowledge and sense of humour to establish learning about their functions. As in all the lessons observed, she balanced interesting input with opportunities for pupils to collaborate and think independently. Consequently, pupils applied themselves very well to brainstorming what they already knew before tackling new ideas. Teaching does not consistently plan to meet pupils' differing learning needs. This links with the variations in how much use teachers make of what they learn from the assessment of pupils' understanding.
59. Pupils use their literacy, numeracy and computer skills to consolidate their learning in science. However, the quality of use varies from year-group to year-group. Very high expectations in Year 3, for example, enable pupils often to attain above average standards and to achieve very well. They tackle advanced ideas such as the relationship between types of soil and permeability. The co-ordinator's leadership and management involve carefully monitoring both teaching and learning, as well as ensuring learning resources are good. The subject has made satisfactory improvement since the last inspection, but there is too little focus on raising standards in planning for the subject's development.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good teaching and learning
- Pupils achieve well and standards are above national expectations
- ICT is used imaginatively to support pupils' learning in other subjects

Commentary

60. Pupils' achievement is good because skills are taught effectively and they have good opportunities to apply these as part of their work in other subjects. For example, Year 6 pupils are taught the skills of producing a multi-media presentation and then use this software to present the results of their fieldwork in the Lake District. They have a good understanding of spreadsheets, and then use one in mathematics to apply their knowledge of perimeters and areas to calculate the materials and costs for picture frames of different sizes. Pupils have used ICT to produce high quality designs in the style of William Morris. Firstly, they researched, drew and painted their designs. These

were then scanned into a computer before pupils used a graphics program to then edit their work before creating repeating patterns in the style of William Morris wallpaper.

61. Teaching and learning are very good. Teachers make some very effective use of the data projector to give PowerPoint presentations to introduce lessons, as in art and English. ICT skills are taught effectively in way that actively involves the pupils. Lessons have a brisk pace of learning and the tasks set challenge the pupils and help them learn rapidly. Teachers and teaching assistants monitor pupils' progress carefully when they are working at computers and ensure that they are learning as much as possible by, for example, ensuring that they select relevant material only when using the Internet for research in history. The school has trained two teaching assistants to work with half classes of pupils in the ICT suite when pupils are applying their skills to a new context, and their teaching resulted in good learning during a Year 3 music lesson when pupils used software to compose as they combined four-beat patterns.
62. Leadership of the subject is good, and this has resulted in good improvements since the last inspection. The co-ordinator has evaluated standards, and knows where improvements are needed. Learning resources have improved, standards have risen and there is regular whole-class teaching of ICT skills. There is a detailed subject development plan although its targets lack an explicit focus on raising standards. As part of the whole-school self-review and evaluation process, ICT is undertaking a full self-evaluation this term. There is a sound system for assessment.

Information and communication technology across the curriculum

63. Good use is made of ICT to enhance pupils' learning in other subjects. For example, pupils create picture in the style of Seurat and Zulu art, use word processing to draft poems, send e-mails to gain information for work they are undertaking (eg to an Inuit social worker when studying the Cold Lands topic), to combine text and graphics to produce geography presentations (eg about Egypt), and to design a souvenir box. In physical education, some pupils unable to take part in the activities take digital photographs of their classmates as, for example, when they are batting and then use these to give feedback on improving skills.

HUMANITIES

64. In humanities, work was sampled in **geography** as it was only possible to see two lessons. The evidence indicates that pupils' standards are above national expectations. Pupils have excellent opportunities for geography fieldwork and, in Years 5 and 6, this is based on residential visits to the Isle of Wight and to the Lake District. In addition, there is an annual week when the normal timetable is suspended for Years 3 to 5 and the pupils study countries such as Japan and South Africa through a wide range of subjects including geography. Following their week in the Lake District, Year 6 pupils understand the difference between fossil and renewable fuels and have a clear grasp of the arguments for and against wind turbines. They compare the main human and physical features of the Lake District and West Sussex. At the start of their enquiries into an aspect of the Lake District, higher-attaining pupils devise five well-thought-out linked key questions to answer while lower-attaining pupils identify two or three relevant questions.
65. In the lessons seen, teaching and learning were good. Work was challenging and provided good opportunities to explore the idea of sustainability and to carry out their

own enquiries. Questions were used well to help pupils explore links between carbon dioxide increase, melting glaciers and climatic change. Teachers have good subject knowledge and so give clear explanations (eg of tidal power) as well as demonstrating a small wind turbine in the playground. Occasionally, the teaching assistant was not actively involved in helping pupils learn during whole-class teaching. The curriculum provides some excellent learning opportunities, and ICT is used effectively to contribute to pupils' geographical learning.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above average
- Consistently good teaching and learning result in good pupil achievement
- All pupils benefit from visits to the school by experts and from visits to historical sites
- There is a need to continue to improve assessment and to involve pupils in self-evaluation

Commentary

66. Because teachers use a range of lively methods and resources to meet pupils' different learning needs, the achievement of all pupils is good. Low-attaining pupils are well supported and high-attaining pupils are challenged to think independently. Pupils show evident enjoyment of the subject.
67. Teaching and learning are at least good. The understanding of all pupils is enhanced by teachers' use of artefacts and visual stimuli. Year 3 pupils compare the differences in armour and clothing used by the Romans and the Celts by dressing models and by using a website for research. Year 4 pupils build on their previous knowledge and understanding to identify and explain a variety of Tudor artefacts in their role as experts during a version of the Tudor Antiques Roadshow. By comparing different versions of the Greek legend of Theseus and the Minotaur, Year 5 pupils identify how and why versions of events can vary. They can also test the evidence of the past by looking at other sources such as photographs and archaeological remains. All pupils benefit considerably from visits to the school by experts such as an Egyptologist, or visits to historical sites such as Fishbourne Roman Palace.
68. Leadership and management of the subject are good. The subject leader conveys her enthusiasm for the subject to other teachers. She has a clear overview of standards and has been influential in encouraging other teachers to extend their repertoire of teaching styles. She also has a clear idea of how she intends to develop the assessment of history to include pupil self-evaluation, but at present this is at an early stage of development. There are very good links with other subjects, especially English. The subject provides a good range of opportunities for reading, writing, speaking and listening. Improvement since the previous inspection is good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. In the creative, aesthetic, practical and physical subjects, work was sampled in music and design and technology as only one lesson was seen in each subject. As well as observing the lessons, inspection evidence was collected from discussions with teachers

and pupils, and the scrutiny of pupils' previously completed work. However, it is not possible to make judgements about the overall quality of provision for these subjects.

70. The **music** lesson observed was in Year 3 with a half-class group that was taught by two skilled teaching assistants in the computer suite. Very good use was made of ICT and pupils made good gains in their understanding of pulse and rhythm. Pupils worked with evident enjoyment. Music is taught in blocked units and planned to include cross-curricular themes. Planning shows that the requirements of the National Curriculum are met. In assemblies, pupils' singing was subdued. The older pupils in particular were not enthusiastic in their singing. There was a marked contrast in the choir rehearsal when pupils sang with vigour and enjoyment. However, in the rehearsal seen there were very few boys, and in general, boys had negative attitudes towards singing. In addition to the choir, pupils have the opportunity to join the recorder group. Only a small number of pupils play in the recorder groups but they make good progress and enjoy their playing. In one of the assemblies, a small group confidently accompanied the singing in assembly. The school also provides pupils with opportunities to learn the violin.
71. Standards in **design and technology** at least match national expectations. Pupils make good progress in planning, making and evaluations skills as they move through the school. They work with the required range of materials including food, textiles and wood. They evaluate commercial products such as muesli, and identify their own criteria for a good muesli before making their own to meet these criteria. In the lesson seen, teaching and learning were very good. As this was the first lesson in a unit of work to make a toy that used a cam mechanism, the teacher outlined the 'learning journey' that pupils were starting and illustrated the sequence of learning activities they would follow with a clear, well structured display. The learning objective was shared with the pupils in a lucid way, and each pupil was given an excellent pack of resources in order to experiment and answer some key questions about cams and levers. Ongoing assessment was used effectively to identify common weaknesses in learning and the teacher then interjected short bursts of whole-class teaching to remedy these weaknesses. The concluding plenary was based around key questions and pupils' responses were used to add much to their learning. Leadership of the subject is good. There is a satisfactory whole-school system for assessing the subject. Last year, about 12 Year 5 pupils attended a day of design and technology work for more-able pupils at the local secondary school to which most pupils transfer.

Art and design

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

Main strengths and weaknesses

- Standards of attainment are well above average, which represents very good achievement
- The quality of teaching and learning is very good so that pupils thoroughly enjoy the subject
- Leadership and management of the subject are very good and give very strong guidance to teachers
- The curriculum provides very good opportunities for pupils to develop their skills
- Teachers display too little of the pupils' work

Commentary

72. By the age of 11, all pupils not only have a very broad repertoire of skills using a wide variety of media, but also have developed well above average independence in creating their pictures. Pupils' work includes outstanding designs based on those of William Morris, making intelligent use of computer technology. Clarice Cliffe has provided the inspiration for some very effective work in three dimensions. Work on churches has led to pictures showing a very good sense of perspective and very well designed 'windows' with the theme of 'Creation'. Year 3 showed how historical art can inspire pupils with very high quality mosaics based on Roman designs. Year 4 pupils have made a variety of very effective bags employing Indian patterns. Year 5 pupils have produced excellent pictures from their observations of the work of Turner, with very subtle applications of different tones and textures.
73. Teachers provide an exciting variety of learning experiences for pupils. Allied to this is a very good teaching of skills. In a lesson following a residential course in the Lake District, the teacher in Year 6 prepared pupils very well to use their powers of observation to make drawings of Townend House before painting it. The result was that most pupils' drawings were very well proportioned and showed a good sense of perspective. Teachers invariably give pupils challenging tasks which stimulate total concentration by all pupils including those with special educational needs. Teachers also make use of excellent resources such as a PowerPoint presentation about Van Gogh which stimulated questions and considerable discussion in Year 3. There are missed opportunities to ask pupils to assess the quality of their work in order to help them improve. In addition, teachers make few displays of pupils work either to celebrate achievement or to act as a resource for learning.
74. The co-ordinator provides very good guidance and ensures that art is well resourced to provide a rich curriculum. The subject makes a good contribution to pupils' spiritual and cultural development through serious discussion and deep appreciation of the work of artists. Art and design is a major strength of the school and has improved very well since the last inspection.

Physical education

Provision for physical education is **very good**.

Main strengths and weaknesses

- Pupils achieve well and so their attainment is above national expectations
- The quality of teaching and learning is very good, providing excellent challenges to pupils
- The curriculum is very rich in opportunities which motivate pupils to drive themselves to improve
- Leadership and management are very good and secure the whole-hearted commitment of the teachers to the subject
- Pupils' attitudes to the subject are very good

Commentary

75. Only lessons in games skills were observed during the inspection. Nevertheless, these gave strong evidence of pupils' body control and ability to be creative. By the age of 11, pupils use bat and ball with above average skill and have a good awareness of tactics. Their running technique shows a very good awareness of how to increase efficiency. For example, pupils reduce their running speed when turning corners in order to drive forward more efficiently afterwards. They throw and catch with precision. Nevertheless, pupils have to be reminded of what they need to do which means they have not yet turned skills into habits. Pupils show an advanced ability to analyse games skills. They also have a detailed knowledge of health and safety issues as well as of the muscle groups they use in each warm-up technique.
76. All teaching was good or better. Half the lessons were excellent. Outstanding teaching is characterised by very clear introductions and instructions based on very high expectations. In addition, teachers balance raising awareness of how the body is working with giving time to refine skills after personal demonstration. Moreover, they organise and manage pupils very efficiently and fairly so that all are included. Even those who do not participate for a good reason use the digital camera to photograph pupils' batting so that they can provide oral assessments to help their friends to improve. There are excellent opportunities for pupils to learn by devising their own games and rules. Pupils respond in lessons by speaking fluently about what they know and about the ideas they have. For example, in one lesson that encouraged pupils to be imaginative with their ideas for games, they collaborated very well indeed before confidently explaining their rules and strategies to an attentive audience. Most pupils thoroughly enjoy their physical education.
77. The co-ordinator's planning and practice are excellent. He ensures that gifted pupils have every opportunity to develop their abilities, for example, in out-of-school clubs. As part of the School Sports Co-ordinator Scheme, the advanced skills teacher from the local community college has modelled high quality teaching for the school's staff. Pupils have very good opportunities to enjoy after-school sporting activities and, in Year 6, they face physical challenges as part of a residential course. The subject has improved well since the last inspection and is a major strength of the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. Although not a focus for the inspection, information gathered from talking to pupils and the personal, social and health education (PHSE) co-ordinator indicate that provision is probably good. The well-planned curriculum is based on national guidance and a commercial scheme. Links are made between PHSE and the whole-school topics so that, for example, local environmental issues are considered when studying the Cold Lands topic. The planning includes activities that use newspaper articles in each year

and circle time (ie when pupils sit in a circle and discuss issues that are important to them) is timetabled in particular weeks as well as being used by teachers in response to particular issues that arise in their classes. Visitors contribute to the PHSE curriculum and, for example, the police liaison officer visits classes regularly and the local MP visits this term to contribute to their work on the use of wind turbines. Education about the misuse of drugs is provided in each year group and education about relationships and sex is provided during Year 6. The school council meets regularly and provides an effective method for pupils to contribute to the running of the school.

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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
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).