

INSPECTION REPORT

Slinfold C of E Primary School

Slinfold

LEA area: West Sussex

Unique reference number: 125995

Headteacher: Mrs J Lamb

Lead inspector: Mrs H E Davies

Dates of inspection: 26th - 29th January 2004

Inspection number: 257489

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: 4-11
Gender of pupils: Mixed
Number on roll: 96

School address: The Street
Slinfold
Horsham
West Sussex

Postcode: RH13 0RR

Telephone number: 01403 790253

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Appropriate authority: Governing body

Name of chair of governors: Mr M Muller

Date of previous inspection: 15/06/98

CHARACTERISTICS OF THE SCHOOL

Slinfold Church of England Primary School is smaller than most schools with 96 pupils on roll, 44 boys and 55 girls. The school serves a residential area comprising of privately owned and rented accommodation. In 2002 the school was awarded "Investors in People". The majority of pupils are of White British ethnic background. No pupils are at an early stage of learning to speak English. Fourteen per cent of pupils have special educational needs, which is broadly in line with the national average. Three pupils have Statements of Special Educational Needs. One per cent of pupils are eligible for free school meals, which is well below the national average. However, as the local authority does not provide hot meals this is an unreliable indicator for this school. Attainment on entry to the school varies from year to year, but is broadly average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21687	Mrs H E Davies	Lead inspector	English Mathematics Information and communication technology Art and design Design and technology Physical education Education inclusion Special educational needs
01305	Dr B Rance	Lay inspector	
12997	Mrs C Cheong	Team inspector	Foundation Stage ¹ Science Religious education History Geography Music Citizenship

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school providing a good education for its pupils. The headteacher and governors lead the school well. The head teacher has an excellent vision for the future and has very high aspirations for the pupils. She gives a very clear lead to all those working and learning in the school. She is well supported by staff. Governors have a very good understanding of the strengths and weaknesses of the school. Relationships and behaviour in the school are very good. The quality of teaching and learning across the school is good. Pupils achieve well. The school has very effective inclusion procedures and very good provision for pupils with special educational needs ensuring that they learn as well as their peers. The school has developed very good links with parents and carers whose support enriches the learning of pupils. Pupils have very positive attitudes to school and they behave very well. Taking account of the effectiveness of the school judged against the well above average funding, Slinfold Primary School provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Leadership and management of the school are good. The headteacher has an excellent educational vision and sense of purpose for the school. Governance of the school is good.
- Compared to similar schools in the national tests of 2003 standards achieved by seven year olds in reading and writing were in the top 5 per cent nationally and 11 year olds achieved standards in English which were well above average.
- Compared to similar schools standards in mathematics were well below average in the national tests of 2003 and not nearly as high as those in English.
- The quality of teaching and learning is good overall but lacks consistency and is better in some lessons than others.
- Provision for pupils with special educational needs is very good.
- Pupils enjoy school, they have very good attitudes to their work and they behave very well. Attendance is well above average.
- The school cares for pupils very well and is very effective in enriching the curriculum for them.
- The school has developed very good links with parents and the community.

The school has made **good improvement** since the previous inspection. The main issues from that time have been addressed and many areas have improved including standards in English, achievement of pupils, their attitudes and attendance, accommodation and resources. Links with parents and the community are now very strong.

STANDARDS ACHIEVED

Year 6 results

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

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

Similar schools are those with similar percentages of pupils eligible for free school meals

When pupils start school their standard of attainment is broadly average overall but varies greatly from child to child. A considerable minority has good language development and, for some, their personal, social and emotional development is better than expected. By the end of the reception year, most are likely to attain the early learning goals² in each of the six nationally recommended areas of learning. A considerable minority is likely to exceed them in reading and writing. Pupils in Years 1 and 2, achieve very well in reading and writing but not so well in mathematics. In Years 3 to 6 pupils continue to achieve well particularly in Years 5 and 6 where achievement is better and many pupils achieve standards in English that are above average, with writing being a particular strength. The previous table shows that compared to all schools, pupils in Year 6 attained results that were above average in English, average in science and below average in mathematics. Compared to similar schools pupils achieved results that were well above average in English, average in science and well below average in mathematics. This is because fewer pupils achieved the higher Level 5 in science and even fewer in mathematics than in English. Pupils do not generally achieve so well in mathematics from Year 1 to Year 6. Pupils with special educational needs achieve well and reach standards expected of them. Inspection evidence indicates that compared to similar schools standards in Year 6 this year are likely to be below average in mathematics, average in science and English. Although standards are average across the school **achievement is good**. This is because of the number of pupils with special educational needs and the wide range of ability. The very good teaching in Year 6 and the very good special educational needs support given to pupils ensures that they achieve well according to their ability except in mathematics where there is still an element of “catch up”. In religious education pupils attain standards that meet the requirements of the locally agreed syllabus. Standards meet expectations in information and communication technology, art and design, design and technology, history, music and physical education for seven and 11 year olds. Pupils’ attitudes and behaviour are very good. Provision for their spiritual, moral, social and cultural development is good overall. It is better for social and moral development than spiritual and cultural development. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Although two permanent teachers were absent during the inspection teaching and learning are good across the school. The quality of teaching and learning is good across the school and it is very good at the end of both key stages. The best teaching is characterised by very enthusiastic teaching which matches the needs of pupils very well and motivates them with interesting topics and clear learning objectives. Where the learning is not quite as good teachers’ assessment of pupils’ needs is not as accurate as it could be, usually in mathematics, and the match of work is not so well defined. Teachers have very high expectations of behaviour and expect pupils to work hard and to do their best. In an excellent English lesson in Years 5 and 6 all pupils whatever their ability were completely engaged in their learning and those with special educational needs very well supported. Across the school pupils with special educational needs are very well supported particularly in reading and writing, and as a result make the same gains in their learning as other pupils. The curriculum is **good**. It is broad and balanced, and relevant to pupils’ needs. The curriculum is enriched very effectively by extra-curricular activities and the very popular enrichment afternoons, where people from the local community come into school

² These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

to work with groups of pupils. Good quality and quantity ICT resources and extra support through an additional ICT teacher and a technician ensure that pupils use and are familiar with the many ways in which technology can make an impact on learning. Accommodation and resources are good overall, with many improvements being made to the original building and to the additional buildings on the site. Pupils are cared for very well and, relationships are very good ensuring that pupils behave very well and have very positive attitudes to school. The views of all those involved in the life of the school, pupils, parents, staff and governors are regularly sought and acted upon very effectively. The school has developed very good links with parents who enthusiastically support the life of the school and the learning of their children.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher is an effective leader. She has an excellent educational vision and sense of purpose for the school. She promotes very good relationships within the school community. She is very aware of the effect of small cohorts on results, and of the movement into and out of the school by pupils, which has an effect on overall standards achieved. The staff are hard working and most lead their subjects well. Day-to-day management is very good with very clear policies and procedures in place to ensure the smooth running of the school. Teaching and learning are monitored regularly and strengths and weaknesses are fed back to members of staff effectively. There is however, still some inconsistency in the quality of teaching and learning particularly in mathematics. Governance of the school is good. Governors have a very good knowledge of the school's strengths and areas that they want to improve. The impact of this good leadership and management and the hard work undertaken by the mathematics co-ordinator have not as yet raised standards sufficiently in mathematics. However, the school does have the capacity and commitment to do this.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. This is evident from the support that they give to the school. Many parents responded to the parents' questionnaire with no significant concerns raised. Parents are offered many opportunities to contribute to the life of the school and they say that they feel comfortable approaching the school and know that concerns will be dealt with fairly. Pupils say how much they enjoy lessons, after school clubs and the enrichment afternoons.

IMPROVEMENTS NEEDED

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

- To raise standards in mathematics for all pupils but particularly for those in Years 3 to 6.
- Ensure that the quality of teaching and learning is at least good in all lessons, with particular emphasis on the teaching of mathematics in Years 3 to 6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** across the school.

Standards attained by pupils are **satisfactory** overall.

Main strengths and weaknesses

- Compared to similar schools pupils aged seven achieved standards in reading and writing that were in the top 5 per cent nationally in the 2003 tests.
- Inspection evidence indicates that the majority of pupils in the current Year 2 will achieve above average standards in reading and writing.
- At Key Stage 1 the school's national point score is above the national trend.
- Standards in mathematics compared to similar schools were well below average for 11 year olds in the 2003 national tests.
- Compared to similar schools pupils aged 11 achieved standards in English that were well above average in the 2003 tests.

Commentary

Foundation Stage

1. When children start school their levels of attainment are broadly average overall but vary greatly from child to child. A considerable minority of children start with good language development and, for some children personal, social and emotional development is better than expected. During the reception year children achieve well and most children are likely to attain the early learning goals in each of the six nationally recommended areas of learning. A considerable minority is likely to exceed the nationally expected standards in reading and writing by the end of the year. This is as a consequence of the good teaching that the children receive. Extra support is provided for children with special educational needs ensuring that they have the same opportunities as their peers to achieve well.

Key Stage 1

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

Standards in:	School results	National results
Reading	18.1 (16.8)	15.7 (15.8)
Writing	18.1 (15.2)	14.6 (14.4)
Mathematics	16.6 (16.5)	16.3 (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year

Similar schools are those with similar percentages of pupils eligible for free school meals

2. The table above shows that at the end of last July seven year old pupils achieved standards that were very high in reading and writing and average in mathematics compared to similar schools. The trend for improvement in reading, writing and mathematics is above the national trend. Teacher assessment in science shows that

standards are average overall. Pupils in Year 2 achieve very well in relation to their prior attainment and reach standards in reading and writing that are very high. This is an improvement since the previous inspection. Inspection evidence confirms these standards.

Key Stage 2

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

Standards in:	School results	National results
English	28.6. (26.6)	26.8. (27.0)
Mathematics	25.7. (27.0)	26.8. (26.7)
Science	28.6. (28.7)	28.6. (28.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year.
 Similar schools are those with similar percentages of pupils eligible for free school meals

3. The table above shows that compared to similar schools last July, 11 year olds achieved standards which were well above average in English, average in science and well below average in mathematics. However, cohorts are relatively small and some year groups have a much higher proportion of pupils with special educational needs. For example, this Year 2 has none while the current Year 6 has nearly 40 per cent therefore care needs to be taken when analysing statistics. Compared to similar schools standards are likely to be well below average in mathematics, average in science and English this year. Although standards are average overall achievement is good. This is because of the number of pupils with special educational needs and the wide range of ability. The very good teaching in Year 6 and the very good special educational needs support ensures that pupils achieve according to their ability except in mathematics where there is still an element of “catch up”.
4. Standards are higher in English because more pupils attained the higher Level 5 than in science and many more than in mathematics. Raising standards in mathematics is the top priority in the school development plan. Much time and effort has been given to successfully raising standards in English by the effective co-ordinator and school staff. Despite the hard work of the co-ordinator and the monitoring of teaching and learning, standards in mathematics have not yet risen sufficiently. The school is determined to achieve improvement. However, this year standards will not be as high as last year in any subjects because of the ability of the cohort. The majority of pupils, about 60 per cent, will achieve average and above average standards. A significant proportion of pupils have special educational needs, they will achieve well in relation to the targets set for them, but results compared to all schools and similar schools will not be as high as in 2003.
5. Pupils make good progress in Years 3 to 6, particularly in Years 5 and 6 where the motivated and committed teaching provides challenging tasks to meet individual needs very well, to develop independence and raise achievement. The trend for improvement in English, mathematics and science is broadly in line with the national trend. Standards in information and communication technology (ICT) meet expectations. Pupils use

computers confidently and benefit from the support given to them by a permanent part-time ICT teacher and ICT technician. In music, standards meet expectations with singing being a particular strength. Again pupils benefit from the teaching of a permanent part-time music teacher who works enthusiastically with each class through the school. Peripatetic music teachers effectively teach a range of musical instruments to older pupils. Standards in art and design, history and physical education are as expected for seven and 11 year olds.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Provision for their spiritual, social, moral and cultural development is **good**. Attendance and punctuality are **well above** average

Main strengths and weaknesses

- Pupils enjoy school and are very keen to take part in the life of the school. In lessons they work hard to complete tasks.
- Behaviour is very good. The school sets very high expectations for conduct.
- Relationships are very good throughout the whole school community.
- Pupils' moral and social development are very good.

Commentary

6. High standards have been maintained since the previous inspection. The school engenders a very high level of self-confidence in pupils and as a consequence, pupils of all ages are very willing to put forward their ideas and speak out, as well as listening carefully to the views of others. In lessons, especially where teaching is good or better, pupils settle quickly to their lessons and are engrossed in their learning.
7. Behaviour is very good. In the reception class children are learning effectively what is expected of them, they are responding accordingly and their behaviour is good. The school has very high expectations for pupils' conduct and has a very wide and successful range of strategies in place to help children behave well. This is helped by the very strong emphasis in school for moral development. The school is a very orderly place. Pupils help design the school rules and reward systems. "Praise" assemblies, where children receive public recognition for their good deeds and behaviour, reinforce good behaviour very well. There are very few incidents of bullying and the school has very strong systems in place for dealing effectively with them.
8. Social development is very good. The school is a small community where children of different age groups play together very well. Pupils are given good opportunities for learning to work independently and co-operatively through lessons where they sometimes work in pairs and small groups. Also in some lessons the oldest pupils are given excellent opportunities to explore social and moral dilemmas such as in an English lesson that included role-play. As a result, relationships between pupils themselves and with adults in the school are very good.
9. The school is very successful in providing for pupils' personal development. It is instrumental in helping pupils to become mature and responsible by the time they leave the school. Without being asked, for instance, pupils from the school council in Years 5 and 6 shepherded younger children carefully across the playground to their classroom on a snowy morning. The very good provision for mixed-age clubs and sporting activities

also helps pupils to develop caring attitudes to each other and contributes well to their personal development.

10. Pupils learn about their own culture through history, religious education and visits to local churches and other places of interest. Too little is provided for them to understand the wider culture in Britain today or to understand the cultures of other countries. This is an identified area for development in the school's development plan. Pupils are given satisfactory opportunities to develop their spiritual awareness in daily acts of collective worship, in personal, social and health education and in religious education lessons.
11. In comparison with national statistics pupils' attendance was well above the average in the last academic year as it was in the previous year. The procedures for promoting attendance are very good, and there are no instances of unauthorised absence because the school ensures that they have an explanation of pupils' absence. The school's attendance database shows that since last September, pupils have been late for less than 1 per cent of occasions. These high levels of attendance and punctuality mean that pupils are able to take maximum advantage of the education that the school provides. Attendance and punctuality have improved since the previous inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.1	School data:	0.0
National data:	5.4	National data:	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning

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

Main strengths and weaknesses

- Most of the teaching and learning in the school is good, some is very good and a little is excellent.
- Some teaching, mostly in mathematics, could be improved.
- Teachers have high expectations of behaviour.
- Relationships are very good.
- Pupils are keen to learn.
- The teaching of pupils with special educational needs is very good.
- Assessment is usually good and informs teachers' lesson planning.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	5	12	8	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

12. As the table above shows the quality of teaching and learning are good in most lessons. Standards have been maintained since the previous inspection. During this inspection two full time class teachers were absent and two relatively new supply teachers were working in the school. The good planning and positive and very supportive ethos of the school enabled them to settle into school with little disruption to established routines. Evidence from pupils' books and conversations with them confirm this overall judgement.
13. The quality of teaching and learning are good across the school. The best teaching is characterised by very enthusiastic teachers who match the needs of pupils very well. The use of interesting topics and clear learning objectives mean that pupils are enthusiastic about their work and understand what is expected of them. This is especially true in literacy lessons. This good, very good and occasional excellent teaching enables pupils to learn well and achieve high standards, for example, in reading and writing. Assessment is usually good and informs teachers' lesson planning, ensuring that work matches pupils' needs well. In the satisfactory lessons, work was not always matched to pupils needs sufficiently. This was most frequent in mathematics.
14. Behaviour in lessons is usually very good as a result of teachers' high expectations. Pupils know and understand class and school rules. They know that good behaviour is expected of them and they respond accordingly. Relationships between pupils and between pupils and adults are strong enabling pupils to feel secure, happy and confident. Pupils are able to do their best and are willing to "have a go" at new tasks without fearing failure. Success is warmly praised and self-esteem and independence nurtured. Pupils say that they enjoy their learning and their very positive attitudes confirm this.
15. Pupils with special educational needs are well supported by their class teacher, teaching assistants and the special needs co-ordinator. In literacy lessons in particular their work is matched well to their needs. Realistic targets are set for them and reviewed on a regular basis.

The curriculum

Across the school the curriculum is **good**. Opportunities for enrichment are **very good**. Accommodation and resources are **good**.

Main strengths and weaknesses

- The school provides a wide and carefully planned curriculum. It caters well for the mixed-age classes.
- The school strives very successfully to ensure equality of opportunity.
- Provision for pupils with special educational needs is very good.

- In spite of being in separate buildings the quality and range of teaching spaces is good for the size of the school.
- The school enriches the curriculum very well through very good provision for after-school clubs and the innovative “enrichment” afternoons it provides.

Commentary

16. The good, broad curriculum includes personal, health and sex education. It meets the requirements of the National Curriculum and is in line with the locally agreed syllabus for religious education. The school provides a curriculum that enables all groups and abilities of pupils, including those with special educational needs, to achieve well. Statutory requirements are fully met. The school is very inclusive. Thoughtful adjustments are made to cater for mixed-age classes and long term planning is good. The way pupils’ tasks are adjusted to meet their individual needs is generally good. In the junior classes the length of the teaching day is satisfactory overall.
17. The school provides very well for pupils identified as having special educational needs. Very effective procedures are in place to identify and support these pupils. These include, speech and language support, early literacy support, additional literacy support, mathematics support, group reading, Jump Ahead (a group for co-ordination and development of motor skills), plus individual, and group support in class and in withdrawal groups.
18. Accommodation is good. Classrooms are a good size and recent alterations to the accommodation have improved it considerably, allowing space for additional teaching, a cookery room and a small computer suite. This enables the National Curriculum to be taught effectively. Resources are good. The school’s policy of employing extra specialist teachers to teach subjects such as music and information and communication technology is working well and helping to ensure that the school provides well for the whole of the National Curriculum.
19. There is a very good range of additional curricular opportunities, particularly the residential visits and the after-school clubs, with very good coverage of sports. Pupils take excellent advantage of the very good range of enrichment activities provided by the school and this markedly enhances their standards. The uptake for these is very good with all abilities and nearly all the age-range of pupils being provided with extra sport. The staff have been innovative in their provision of the half-term “enrichment” afternoons where outside specialists such as experts in environmental science, astronomy or knitting come to pass on their knowledge and skills to the children. There is a good number of day visits and a wide range of visitors into the school.

Care, guidance and support

Pupils are cared for, guided and supported **very well**.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils, including child protection are very good.
- Staff know the pupils very well, care for them and guide their personal development.
- The school is very good at taking account of pupils’ views in running the school.

Commentary

20. Effective child protection procedures are in place with the headteacher having the role of designated person. All members of staff are fully briefed on their responsibilities in this regard. Routines for dealing with first aid and accidents are well established with a number of staff trained in emergency first aid. There is a health and safety policy in place and thorough formal risk assessments are carried out and reviewed by the governing body every term. Safety checks on potentially dangerous equipment take place annually, alarms are tested regularly and practice evacuations of the premises take place each term.
21. Staff know the pupils, including those with special educational needs and their families very well. Monitoring of pupils' academic progress through tests is good. However, in mathematics pupils' individual assessment folders do not link accurately to the National Numeracy Strategy. Through the use of Circle Time³ and the personal social and health education curriculum, which is timetabled in every class, teachers successfully enhance the pupils' personal development, and make appropriate comments in annual reports to parents. Pupils in Year 6 also take on some responsibilities for the care of the younger pupils by, for example, befriending them in the playground when they are lonely or upset. Besides helping the school to care for the younger pupils it is an effective feature of the personal development of the older pupils.
22. The majority of pupils join the school from the play-group, which shares the building with the school's reception and Year 1 class. When pupils move up to the main school they are familiar with the school and already know the staff. This means that pupils settle down to the routines of primary school life very quickly, and during the inspection it was not possible to notice the pupils that had only been coming to school for three weeks.
23. Informally through circle time, and more formally through surveys and the school council, the staff and governors take account of the views of pupils. Pupils thoroughly enjoy participating in the school council and are pleased that their views have been taken into account, for example, in changing the school uniform to allow girls to wear trousers and deciding what footwear may be used in physical education.

Partnership with parents, other schools and the community

Partnership with parents and the community is **very good** and with other schools it is **good**.

Main strengths and weaknesses

- Parents have a high regard for the school.
- Parents receive detailed information about the school and their children's progress.
- Parents and the village community are very involved in school activities.
- Links with the wider community through school visits and visitors coming into the school enrich the education of pupils.

³ During Circle Time pupils discuss a wide a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

- Liaison with the local secondary school and other schools in the area is good.

Commentary

24. Parents are very happy with the school. In meeting parents at school, informally and at the parents meeting, and from the questionnaire, no significant concerns were expressed. They appreciate the standards that their children achieve, the care that the school takes, the standards of behaviour and the general ethos of the school. The school provides parents with relevant information through frequent letters and regular newsletters. Parents feel able to approach the school at any time if they have any concerns about how their children are progressing. At the end of the summer term parents receive the annual reports on individual pupils. These reports are good and appreciated by parents. They describe what the pupil has done, what effort they have made, what progress has been made, the standards achieved in core subjects, and some comments on things that are not so good or need working on. There is a commentary on social and personal development, however, there is no formal mention of targets, but these are reviewed more thoroughly on other occasions.
25. Parents help their children at home in their homework assignments, and a number come into school to assist in class. They attend school functions very well and make themselves available to accompany schools trips. Together with the local community and businesses they also support the fundraising activities of the Friends Of Slinfold School Association (FOSSA) which regularly raises very substantial funds which have been used to improve the school's facilities and provide additional resources.
26. Pupils enjoy visits from a wide range of interesting people, particularly in the enrichment afternoon, which is held every half term and is very popular. On these afternoons a wide range of people from the local community come into school to share with the pupils their particular interest or hobby. The school is visited regularly by the Rector of the village church, where pupils attend for services of the major festivals such as Christmas and harvest festival. The local community and school share their big events each year, such as the school fete and village open day. The school is quite simply an integral part of the village life, and this also enriches the educational experience of the pupils.
27. The school is one of twelve schools in the family of schools based on the secondary school, to which the majority of pupils transfer. Liaison with that school is close with a well-managed programme for pupils to transfer on to Year 7. Throughout their final year in school pupils also have the opportunity to visit the secondary school for master classes in selected topics. Pupils from the sixth form of two nearby independent schools come and assist teachers in the classroom, and similarly Slinfold pupils are able to visit those schools for lessons using their special facilities such as the science laboratories.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. The quality of the headteacher's leadership is **good**. The leadership of the other senior staff is **good**. Governance of the school is **good**.

Main strengths and weaknesses

- The head teacher provides good leadership. She has an excellent educational vision and sense of purpose for the school.
- The governing body is effective. It plays a very large part in the school's strategic planning. It has a very good understanding of the strengths and weaknesses of the school.
- The leadership and co-ordination of individual subjects is good overall as is the leadership of the Foundation Stage.
- Leadership of special educational needs is very good.
- The school's finances are managed very effectively and support the development of the school well.
- The impact of this good leadership and management has not as yet been able to raise standards sufficiently in mathematics. Leaders of the school do however have the capacity and commitment to achieve this objective.

Commentary

28. Good leadership by the headteacher has enabled the school to make good improvement over the last few years. Her excellent clarity of vision and extremely high aspirations for the school has strongly helped this progress. Under her guidance, self-evaluation is very good and strategic planning is good. She has a clear focus on the education and well being of the pupils and the developments that the school and its governors know are needed. The head teacher has formed an effective leadership team for the curriculum. All school staff are used very well, including support and maintenance staff to plan developments for the education and for the fabric of the building. The headteacher is a very good role model for staff and pupils. She is very strongly committed to the needs of the individual pupils in her school, all of whom she knows very well.
29. The governance of the school is good. Governors have a very clear understanding of the school's strengths and weaknesses and what the school needs to do. They have very good working relationships with the head teacher and staff and are therefore able to make a major contribution to the strategic planning and setting of the budget for the school. The governing body ensures that the school fulfils its statutory duties well. Governors form a committed and supportive team for the school, yet are able to ask difficult questions. Performance management systems are effective and are well monitored by the headteacher and governors, who review performance of pupils regularly. However, as yet they have not been able to raise standards in mathematics sufficiently.
30. The school's management is good. The head teachers organisational skills are very good. She has put in place meticulous systems to ensure that the day-to-day management of the school is smooth and very effective. She is strongly committed to further training for all staff particularly in mathematics, and uses a wide range of methods to achieve this including joining other local small schools for some training. Most co-ordinators manage their subjects well.

31. Good practice is found in the leadership and management of the curriculum overall by staff other than the headteacher. Most, effectively co-ordinate the development of their areas and monitor its planning and impact, helped by the very clear and achievable written plans that the school has for its development. In foundation subjects, just occasionally they are not accurate enough about the standards pupils are achieving. In the Foundation Stage the classroom runs smoothly and systems, such as those for assessment, are good. Support staff are deployed well and have a positive impact on the standards that pupils achieve.
32. Provision for pupils with special educational needs is very good. The co-ordinator is hard working and committed to the pupils identified with particular needs. She works closely with her colleagues and parents to write individual education plans and set realistic targets for the pupils. The co-ordinator manages the organisation of a variety of support systems very well. The school has a very good reputation locally for working with pupils with special educational needs. Some parents choose to send their children to Slinfold Primary School for that reason, resulting in more pupils with special educational needs in the oldest classes. Some parents of higher achieving pupils, who have made good progress while at the school, move their children into the many selective schools in the area at the end of Year 5. This movement into and out of the school effects standards achieved at the end of Year 6. The school is very aware of the effect of small cohorts on results. The headteacher adheres closely to the school's shared mission statement, to provide a secure, challenging and creative environment for all, in which children have the opportunity to develop their full potential.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	311,445.64	Balance from previous year	25,778.86
Total expenditure	285,547.58	Balance carried forward to the next	25,898.06
Expenditure per pupil	3,074.30		

33. The school manages its budget effectively. It has efficient systems in place and governors oversee it very well. The school seeks diligently to ensure that the services it receives and the way it deploys its staff give the best value for money. The school is very fortunate that it benefits from very generous funds raised by parents. These it has used recently to very good effect to develop the cookery room and the environmental area in the school grounds.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well. Overall, teaching is good. In mathematical development, teaching is satisfactory.
- Leadership and management of the Foundation Stage are good. The Foundation Stage curriculum is effective and meets the needs of all children.
- Good links with parents and good methods of inducting new children into the school ensure that the children are happy and confident.
- Adults are successful in the way in which they promote good behaviour and the start of good work habits.
- Assessment is used well to plan the next stage of the children's learning and to identify children with special educational needs.
- Accommodation and resources are good and used effectively.

Commentary

34. Children may be admitted to the mixed reception and Year 1 class three times a year, although in practice it tends to be twice yearly. At the time of the inspection one group of children had been in school for over a term, while the other children had only been in school a few weeks. Reception children are taught with a small group of Year 1 pupils. Their standard of attainment when they start school is broadly average overall but varies greatly from child to child. However, a considerable minority of children starts with good verbal language development and, for some, their level of personal, social and emotional development is also good. By the end of the reception year, most children achieve well and are likely to attain the expected standard (early learning goals) in each of the six nationally recommended areas of learning. A considerable minority is likely to exceed the nationally expected standards in reading and writing.
35. The quality of teaching and learning is good overall. It is better in communication, language and literacy than in mathematics. The teaching team use the early learning goals appropriately to plan for work with children of this age group. The teaching assistant is used very well to support children's learning and achievement. Teachers' subject knowledge is good. A wide range of suitable tasks is provided. However, occasionally not enough variety is provided daily, such as in mathematics where some tasks lack sufficient choice, challenge or novelty. Staff have good expectations for the abilities of children, and provide well for children with the potential to learn more quickly, as they work with the older children. In communication, language and literacy the teacher's high expectations and good teaching methods are raising standards.
36. Leadership and management of the Foundation Stage are good. The curriculum is planned well. It covers all the required areas of learning and is interesting and relevant to children's needs. Children in their reception year are cared for well. Arrangements for

starting school are good and, as a result, children settle in to school life quickly. Parents are given good written information to help their child settle. Parents regularly assist with reading at home. They are provided for well with information about the curriculum by being given a half term plan covering all subjects.

37. The good links with parents and good induction systems ensure that children have a smooth and happy start to their school lives. As a result, just a few weeks into the term, it was impossible to identify which children had only joined recently. There is a real team spirit in the classroom and adults provide good role models, ensuring that good behaviour and good routines are established. Assessment procedures are used effectively to plan learning for individual children and very good procedures are in place to identify and support children with special educational needs. Accommodation and resources are good and this is an improvement since the previous inspection. A safe attractive outdoor area provides good opportunities for children's physical development. This area is shared effectively with the pre-school group. The classroom is large, bright and has good displays.
38. In the area of **personal, social and emotional development**, the children achieve well. Teaching is good. The children benefit from working alongside the older Year 1 children, as they set a good example for behaviour and concentration. The children demonstrate good levels of independence, involvement and co-operation when given free choice of activities and encouragement to work together. By the time they transfer to Year 1, most children are likely to have achieved the expected level, such as knowing how to take turns, and sharing fairly unprompted such as in the "lighthouse keeper's house play area". A considerable minority will exceed the expected level. Children are beginning to form good relationship with each other, supported well by the adults that work with them.
39. The teaching of **communication, language and literacy** is good and children achieve well. At the end of the reception year, children's attainment is likely to be in line with the average nationally but for reading and writing a considerable minority is likely to exceed expectations. Teachers provide many good opportunities for children to develop their reading skills. For example, the way the teacher models reading is good as she writes up the learning intention for each session and encourages children to read them with her. Parents help reading to develop too as do visitors into the classroom who hear children read regularly. Writing standards are also likely to be as expected by the end of the year with quite a few children exceeding expectations. Already, half way through the year, handwriting is generally good with letters well formed and a good size. Standards in speaking and listening are in line with expectations. By the time children end their reception year, most of them are able to communicate successfully about a wide range of topics. A small minority already has a wide vocabulary. However, occasionally there are too few opportunities for children to develop better speaking and listening skills such as by enabling all the class briefly to speak and listen in twos, as a result sometimes when the teacher asks a question too few children put their hand up to volunteer an answer.
40. The children's attainment in terms of their **mathematical development** is likely to be at the expected level by the end of the reception year. Provision is satisfactory. Overall, children achieve satisfactorily from the range of activities provided. The quality of teaching and learning is satisfactory. Too little is done to encourage mathematical play and more direct teaching is needed, for instance, by providing more daily number skills session. Children learn about two-dimensional shapes effectively, they know the names

of frequently used shapes such as squares, triangles and circles. This learning was reinforced well in a creative session on repeating patterns.

41. Provision for **knowledge and understanding of the world** is good and children achieve well. Teaching is good, because the teacher provides an interesting curriculum as well a range of daily activities from which children are able to choose for themselves. These activities stimulate the children's desire to learn, effectively promote skills and help them to an understanding of the world around them. For example, children have good daily access to computers, and many have good mouse control, as they are able to move images of buildings around the screen in order to design their own village. They are given good opportunities to build objects using big bricks, blocks and building kits, play in the "lighthouse" or look at early 20th century objects to try and work out what they were used for. Children are learning some well-known Bible stories, and the school meets statutory requirements in ensuring that religious education is taught to pupils who are five.
42. The provision for **physical development** is good. Teaching is good and as a result some children have higher than average skills in this area of development. Achievement is good. Children's handwriting and pencil control is good. They are provided with challenging tasks to extend their manipulative skills through activities such as threading tiny beads on to fine elastic thread to make bracelets. Children have satisfactory control over their bodies, when running, balancing and throwing equipment such as beanbags. The development of bigger physical movement is provided for well by daily opportunities for outdoor play in a secure enclosed area and with the use of equipment in the hall.
43. In the area of **creative development**, most children are likely to attain the early learning goals by the time they transfer to Year 1. Their achievement is good. Teaching is good because instructions are clear and teamwork between the adults is good. There are frequent opportunities for the children to take part in art and craft activities. At such times children's learning could be even better if children were provided with even more choice of materials. There are regular opportunities for the children to take part in music-making activities and they are keen to join in as they take part in impromptu singing sessions. There are good opportunities for the children to take part in role-play activities, which teachers use cleverly to develop children's social and personal skills.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- In the national tests of 2003 compared to similar schools seven year olds achieved standards that were in the top 5 per cent nationally in reading and writing.
- In the national test of 2003 compared to similar schools 11 year olds achieved standards that were well above average.
- Pupils with special educational needs are supported very well.
- Very good links with the local community have a very positive impact on pupils' achievement.

- Very good teaching at the end of both key stages ensures that pupils learn very effectively and achieve high standards.
- Leadership and management of the subject are good.

Commentary

44. Pupils' achieve well and standards attained in national tests have been high at both key stages. When pupils start the National Curriculum at the beginning of Year 1 most have achieved the expected standards for five year olds and a significant minority has above average language and literacy skills. These skills are developed very well in Year 1 and 2 and in last year's National Curriculum tests all pupils achieved the average Level 2 in writing and over 50 per cent achieved the higher Level 3. In reading the picture was very similar. Pupils continue to make very good progress in Years 3 to 6 and achieve high standards. In last year's National Curriculum tests most pupils achieved the average Level 4 with over a third achieving the higher Level 5. Inspection evidence confirms these high standards at Year 2 with results this year likely to be as high. However, although most pupils in the current Year 6 are likely to achieve above average standards a significant minority, those with special educational needs, may not. As cohorts are small each pupil makes a significant impact on overall results so care is needed in interpreting the data. Standards have improved since the previous inspection and areas for improvement have been addressed well. Pupils now have a better selection of quality literature and two attractive library areas. Planning follows the National Literacy Strategy and shared agreement trialling ensures that teachers are clear about standards achieved.
45. Pupils with special educational needs are very well supported in school. They are identified early and have clear individual education plans drawn up by their class teachers in consultation with the special needs co-ordinator. Parents are fully involved and understand what their children need to achieve next. Extra support is provided to individual pupils and to specific groups to target literacy skills. The special educational needs co-ordinator has excellent relationships with the pupils and supports them very well in class and in small group work. She works hard to teach them strategies that will help them to become independent learners.
46. Many volunteers from the local community including parents come into school on a regular basis to support work in literacy. For example, most pupils in Year 1 and 2 are heard to read every day by an adult. This enables them to consolidate new learning, have time to read and enjoy literature and to talk about the books that they read. Parents share the home school diary with staff so that they know how well their children are doing. Older pupils benefit from meeting and talking with members of the community. Teaching successfully ensures that pupils can explore open and closed questioning techniques and become adept at asking leading questions.
47. The quality of teaching and learning across the school is good. Evidence shows that it is very good at the end of both stages. In the best teaching the class teacher is very clear about exactly what the pupils need to do next to improve, individual literacy targets are set and pupils are clear about what they need achieve. Work is planned so that it meets the needs of a mixed age class with a wide range of ability. Higher attaining pupils and those with special educational needs are challenged to do their best and these and all other pupils respond well. The organisation and presentation of pupils work is of a high standard. After school calligraphy lessons develop some pupils particular skills in writing.

All handwriting is carefully executed and pupils take pride in the presentation of their work. Work is marked carefully and regularly.

48. Leadership and management of the subject are good. The co-ordinator is effective and efficient. She is clear about the priorities for the subject and has worked with colleagues and the local education authority to improve spelling and writing across the school. All aspects of the curriculum are covered and pupils' progress is assessed well with realistic individual and whole school targets being set.

Language and literacy across the curriculum

49. Pupils use their good speaking and listening skills across the curriculum, for example, in history when talking about artefacts they have learnt about, in the school council discussions and in religious education lessons when talking about praise and worship. Good links are formed with the science curriculum as children are expected to record their findings in their own words. Most pupils are confident and articulate. They observe the conventions of conversation by speaking and listening at the appropriate time.

MATHEMATICS

Provision in mathematics is **unsatisfactory** overall.

Main strengths and weaknesses

- In the national tests of 2003 compared to similar schools some pupils achieved average standards. Most of the seven year olds achieved average standards while a third achieved above average standards.
- In the national tests of 2003 compared to similar schools some pupils achieved well below average standards. Over half of the 11 year olds achieved average standards and under a third achieved below average standards.
- Assessment information is not used as effectively as it could be to plan for pupils' learning.
- The school has identified mathematics as a key priority for development in the school development plan.
- The co-ordinator has worked very hard to improve teaching and learning in the subject but as yet the impact of this work has not raised standards sufficiently.

Commentary

50. Achievement is satisfactory in Years 1 and 2 but unsatisfactory overall in Years 3 to 6. When pupils start the National Curriculum at the beginning of Year 1 most have achieved the expected standards for five year olds. These standards are developed satisfactorily in Year 1 and 2 and in last year's National Curriculum tests over half the pupils achieved the average Level 2 with a third achieving the higher Level 3. Pupils' progress then varies in Years 3 to 6 and standards are below average at the end of Year 6. In last years National Curriculum tests while over half the class (68%) achieved the average Level 4 just under a third (32%) achieved the below average Level 3. Inspection evidence confirms these standards with results at the end of Year 2 likely to be similar to the average this year. However, although some pupils in the current Year 6 are likely to achieve above average standards a significant minority, those with special educational needs, may not. As cohorts are small each pupil makes a significant impact on overall

results so care is needed in interpreting the data. Standards have been maintained at Key Stage 1 but are lower now in Key Stage 2 than at the previous inspection.

51. The quality of teaching and learning is satisfactory overall. It is better in Key Stage 1 than Key Stage 2. In the best teaching seen work is set that matches pupils' ability well. For example, when learning about angles higher attaining pupils in Year 6 were set work linked to measuring regular polygons and, average attaining pupils worked with protractors to measure regular obtuse and acute angles. Pupils with special educational needs were supported well for part of the lesson by the special educational needs co-ordinator. Whole school assessment procedures are used to set targets based on those results, however assessment to inform teachers lesson planning is not so clearly and accurately used. Pupils' individual mathematics assessment folders do not link accurately to the National Numeracy Strategy. Teachers are not clear enough about what pupils know and understand and what they need to do next to improve.
52. The co-ordinator, a former leading mathematics teacher, analyses test results, monitors teaching and learning, and teaches in other classes. As a result of analysis she has set clear targets for improvement, and provides very good support to colleagues. The school portfolio shows examples of good practice across all attainment targets and sets out interesting lesson planning. However, the impact from this hard work has not yet raised standards sufficiently and therefore leadership and management of the subject are unsatisfactory overall. Progress slows at the beginning of Key Stage 2 where the teaching is satisfactory overall rather than good or better. Standards remain well below average by the end of Key Stage 2. The headteacher, co-ordinator and governors are very aware of this position and have identified raising standards in the subject as the main priority in the school development plan. Inspection evidence confirms that raising standards in this subject is the most important thing for the school to do.

Mathematics across the curriculum

53. Pupils use their mathematical skills satisfactorily in other subjects. For example, in science they use graphs to record results. In art and design they experiment with shapes. In design and technology they estimate and check measurements. Working with specific programs in ICT pupils are set challenges that engage their interest well and extend their learning effectively, for example, using the screen to help them measure angles. Younger pupils have programmed and written directions for the Roamer and they have used logo for grid work and following directions. Pupils have used the turtle for exploring angles, and they have created graphs from databases on the computer.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- In the national tests in 2003 all Year 6 pupils achieved the expected Level 4 and 26 per cent the higher Level 5.
- In the national tests in 2003 teacher assessments showed that most Year 2 pupils achieved the expected Level 2 and 40 per cent the higher Level 3.
- Pupils benefit from very good teaching at the end of both key stages.

- Leadership and management of the subject are good.
- The recently developed environmental area is an excellent resource.

Commentary

54. The majority of pupils in Year 6 are likely to attain the nationally expected level in the end of year tests but a significant minority of pupils with special educational needs may not. This means that standards achieved will not be as good as last year when all pupils achieved the expected level. Standards are broadly average overall. As cohorts are small each pupil makes a significant impact on overall results so care is needed in interpreting the data. In Year 2 most pupils achieved Level 2 and many the higher Level 3. All pupils in the current Year 2 are expected to attain the national standard, and talking with pupils and scrutinising their books reinforces this view. Pupils enjoy their lessons, especially when teaching is good or very good and they are challenged well by the tasks. As a result, pupils, including those with special educational needs, achieve well. There are no significant difference between boys and girls. Standards have been maintained since the previous inspection.
55. The quality of teaching and learning is good overall and it is very good at the end of each key stage. This is one of the main reasons why so many pupils achieve and learn well. Achievement is good. Lessons seen as part of the inspection varied from satisfactory to very good. However, two permanent members of staff were absent. Older pupils understand the investigational process well. Pupils learn to investigate in a systematic way and to use their knowledge to make predictions and explain what occurred. As a result, they are developing a secure understanding of living things, materials, light, sound and forces.
56. A strong feature of teaching is the way pupils are questioned in order to get them to think. Interesting and pertinent tasks are given to them as well as many opportunities to work and discuss their understanding with another pupil. In a very good lesson seen in the class for 9 to 11 year olds the teacher used an idea from popular culture very well, to make "Top Trump" cards. Pupils of all abilities were very eager to do this and as a consequence they researched and developed their understanding of the solar system very well. They used a wide range of sources of data to do this. Also in this lesson more able pupils very successfully used ICT as they started to produce a Power Point presentation. Good links are formed with the literacy curriculum as children are expected to record their findings in their own words. In the oldest class very high expectations are given for recording and as a consequence the pupils' books are very orderly. Marking of work is good, providing both supportive comments and advice on how pupils may improve work.
57. Leadership and management of the subject are good. The co-ordinator has good subject knowledge a realistic understanding of standards being achieved by different age groups, and has a clear vision of how the subject will be developed further. The headteacher and deputy headteacher have undertaken the effective monitoring of lessons. Results from end-of-year tests in each class are effectively analysed and used to plan work for pupils and training for staff. Standards have been maintained since the previous inspection. Accommodation and resources are good. The recently developed environmental area is an excellent resource for all age groups.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The provision of a part-time ICT teacher and a technician enhance pupils' opportunities to achieve well and develop effective ICT skills.
- Leadership and management of the subject are good.
- Provision of resources and expertise have improved since the previous inspection

Commentary

58. Pupils at both key stages attain standards expected for their age. Achievement is good. Standards have been maintained since the previous inspection. Systems to record pupils' progress in the various strands of ICT are much improved since the previous inspection. When working with the support teacher meticulous records are kept of exactly what each pupil has done. Pupils develop good basic ICT skills and routines, which gives them confidence when exploring new software and, finding files and programs on the school network. Pupils in Year 6 are adept at finding information and presenting it in a variety of ways and, at developing and improving ideas, incorporating text and images. They have a satisfactory understanding of using ICT to control and monitor events.
59. The quality of teaching and learning is good. Provision of additional part-time staff provides pupils with many opportunities to develop their ICT skills. In a good lesson pupils in Year 2 explained clearly how to log on, find the correct program, open a file and find their own saved work. Pupils used the shift key correctly and could delete, use the backspace key and insert the correct punctuation. Pupils listened very well to the teacher and followed her instructions closely. At the end of the lesson they saved their work and closed the program. Older pupils continue to develop their skills working confidently in class, with the technician or a teaching assistant.
60. Leadership and management of the subject are good. The co-ordinator has good subject knowledge and has recently had an interactive whiteboard set up in her classroom. She has a good understanding of standards being achieved by different age groups, and has a clear vision of how the subject will be developed further.
61. Provision has improved since the previous inspection in terms of staffing, resources and accommodation. These improvements are having a positive impact on raising pupils' standards. The school now has a computer suite and a part-time support teacher plus an ICT technician who works within the family of local schools. More computers are available for pupils and a designated area in the library is set up for their use. Each classroom also has its own computer provision. Pupils use a digital camera and a microscope and the school is establishing a video link with all the other schools in the "family of schools". Pupils use the Internet and email facilities regularly.

Information and communication technology across the curriculum

62. In a good mathematics lesson working with specific programs in ICT pupils are set challenges that engage their interest well and extend their learning effectively, for

example, using the screen to help them measure angles. Older pupils worked quickly and accurately to investigate scientific evidence in relation to moons and planets. Higher attaining pupils very successfully used ICT as they started to produce a Power Point presentation in connection with a science lesson. In art and design pupils use the microscope to enlarge skeleton leaves and produce coloured prints,

HUMANITIES

In humanities work was sampled in each subject. Two lessons were seen in religious education, two in history and one in geography. Evidence from displays, teachers planning, assessment information, school portfolios, discussions with pupils and staff provided further information.

Religious education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- There are good links with the local church and the Rector.
- Pupils do not always use their good writing skills sufficiently in the subject.

Commentary

63. The examination of teachers' planning, talking to pupils and an examination of their books and a school portfolio indicate that pupils achieve standards that are in line with the expectations of the locally agreed syllabus. Standards have been maintained since the previous inspection. Long term planning is appropriate and leadership and management of the subject are satisfactory. The school meets statutory requirements in ensuring that religious education is taught to pupils who are five. The quality of observed teaching and learning is satisfactory overall.
64. The close links with St Peters Church and the Rector enhance pupils understanding in the subject. Pupils attend services in the church during the year, for example, at Christmas and Easter. The Rector, who is also a governor, visits the school regularly and works in different classes along side teachers, for example, in Year 5 and 6 he followed the class plans in relation to worship. He talked effectively to pupils about Christian Worship. Pupils understood worship to be a variety of things including, talking to God, praying, being faithful to the person you worship and praising God by singing psalms and reading from the Bible. Pupils recalled Lent and explained confidently the meanings related to the colours for different occasions, for example, white for celebrations. They know many Bible stories from the Old and New Testament. Many talk about Hinduism and Buddhism. Pupils in Year 2 are familiar with the church and speak about different features of the building, for example, the altar and the stained glass windows. However, pupils' good writing skills are not always evident in their books as little recorded work was observed.

History

The provision for history is **satisfactory**.

Main strengths and weaknesses

- Artefacts are used well to bring the subject alive and help pupil understanding.
- Leadership and management of the subject are good.

Commentary

65. Standards of attainment are in line with those expected nationally and pupils achieve well. Standards have been maintained since the previous inspection. Discussions with pupils, and an examination of their work, teachers' planning and records, indicate that by the end of Year 2, pupils have a satisfactory knowledge of the periods of history that they have studied and have made sound gains in their learning and achievement. In the lessons observed the quality of teaching and learning was good in one lesson and satisfactory in the other. Six and seven year olds develop their observational skills by looking at and recording Victorian artefacts correctly. At the end of the good lesson, the children were able to report back accurately about what they had discovered. Throughout the school, pupils develop their understanding of chronology and increasingly recognise that the past can be divided into different periods of time. Pupils in Year 6 understand some of the differences between civilizations that they study, such as the Greeks, Romans and Victorians and the order in which they evolved. By the age of 11, pupils have a sound knowledge of the periods they have studied and the majority can recall many facts they have learnt, but find it harder to explain the impact of events they have learnt about. They understand some of the changes in the decades from 1940 to 1970s well and enthusiastically explain them, such as in clothes and car design. They have satisfactory understanding of how we know about the past.
66. Leadership and management of the subject are good. Long-term planning indicates that the subject is being systematically taught over time in both key stages. As a result, pupils have a satisfactory knowledge and understanding of events and people in the past. The curriculum is planned well to fit in with topic work, and it takes good account of the mixed-age classes and wide range of ability. There is good monitoring of the subject. The school has a satisfactory school wide-assessment system.
67. In **geography** it was not possible to see sufficient teaching to make a secure overall judgement on provision. For pupils in Year 1 and 2 there was limited recording in the subject. In the one very good lesson, observed, in Year 5 and 6 the teacher provided good opportunities for the oldest pupils to use very good methods of investigation, such as, paired map work to extend their understanding of the local area's problems with traffic congestion. Leadership and management of the subject are good. The co-ordinator is clear about her role and draws up an annual action plan that informs school development planning. Pupils' individual assessment folders record the work that they have covered appropriately. Much work in geography is linked effectively to term topics, for example, this terms topic about traffic.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. In the creative, aesthetic, practical and physical areas work was sampled in each subject. No lessons were seen in art and design or design and technology. However, evidence from displays, teachers' planning, assessment information and school portfolios were scrutinised. Two lessons were seen in physical education and two in music. Pupils were heard singing and playing musical instruments and, an orchestra and a choir practice were observed. Inspectors spoke to a sample of pupils about their work and discussed the subjects with co-ordinators.

69. In **art and design** although no lessons were observed, work on display in classrooms and around the school, indicates that standards meet expectation by the end of Year 2 and Year 6. Standards have been maintained and displays around the school have improved. The school portfolio shows evidence of work using ICT to enlarge and colour leaf prints well. Examples of work with textiles and printing using designs from the natural world show good use of the environmental area. In 2003 the school organised an environmental arts week when pupils worked with local artists including a sculptress and a craftsman to create object d' art inspired by nature. Displays around the school show good links with literacy, the environment and the topics studied in each class.
70. In **design and technology**, teachers' planning and assessment records show that all aspects of the subject are taught and that standards of work meet expectations for pupils of seven and 11 years. Artefacts and photographs show that pupils are gaining experience with a variety of materials and are developing a good range of skills. For example, when making musical instruments, cooking, making sandwiches, fresh fruit salads or Greek food. In all the examples seen it is clear that pupils have worked carefully, with good attention to detail. Pupils in Year 6 spoke enthusiastically about their work in design and technology and showed good understanding of the different elements in the design, construction and evaluative processes. With much financial and practical support from parents an attractive, well-planned food technology room has been created and resourced providing pupils with a very good area to support food technology.

Music

It was not possible to see enough lessons to make a secure overall judgement on teaching or, therefore, provision. Teaching seen varied from satisfactory to good.

Main strengths and weaknesses

- The work of the co-ordinator has a significant impact on the life of the school.
- Pupils sing well in class and assembly.
- Many pupils benefit from instrumental tuition.

Commentary

71. The specialist part-time teacher's extremely good subject knowledge shines through her teaching and supports pupils' use and understanding of the correct technical vocabulary very well. Expectations of pupils' achievements are high. Pupils sing well in assemblies, showing both enjoyment and enthusiasm for music. Standards of singing are above those generally expected and pupils achieve well. Appropriate methods and curriculum content enable pupils to create instrumental music and evaluate their work to a satisfactory standard. Last time the school was inspected, time given to music was too low but this is now satisfactory. In lessons and extra curriculum activities pupils show considerable enjoyment as they participate in class and whole-school music-making activities. The co-ordinator runs an orchestra and choir. Peripatetic music teachers visit on a regular basis and many pupils have individual music lessons. Most are making good or very good progress on their chosen instrument, whether it is a violin, keyboard, drum, piano or flute.

Physical education

It was not possible to see enough lessons to make a secure overall judgement on teaching or, therefore, provision. Two lessons were observed one was good and the other very good.

Main strengths and weaknesses

- Leadership and management of the subject are very good.
- Standards are improved for the many pupils participating in the after school sporting activities.

Commentary

72. Discussion with pupils indicates that they have good attitudes to the subject. The breadth of the curriculum is confirmed as they talk of gymnastics, dance, athletics and the swimming lessons they have enjoyed. Netball and football events take place on a regular basis. Extra-curricular provision enhances the opportunities available to pupils very well. Leadership and management of the subject are very good. The co-ordinator is well qualified, keen and enthusiastic. She promotes many very good opportunities for pupils to enjoy physical education in school and enrichment in extra-curriculum activities. Pupils' achievement is good. Parents and other members of the community also provide support for after school sporting activities such as judo and football for younger pupils. Boys and girls are welcome in all clubs. Pupils particularly like the enclosed safe football area for use at playtime. The school has an open-air swimming pool and pupils in Key Stage 1 are taught swimming each summer term. In the both lessons observed pupils were very keen to learn, they behaved very well and were confident about putting out the large apparatus. They worked with enthusiasm and were aware of the need to work safely. In their evaluations of their own and others work they were sensitive to the feelings of others.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. Only two lessons were seen during the inspection, but planning documents and discussion with pupils indicate that overall provision is good. The scheme of work due for revision is linked to subjects like history, geography, science, physical education and religious education. The programme includes provision for drugs education and sex education. It is well supported by visits from outside agencies. There is a strong emphasis on road safety, with a great emphasis at present on encouraging pupils to walk to school. Traffic being a current topic. All classes are represented on the school council. Each class has Circle Time or a class council to discuss issues of current concern every week. This helps the pupils' understanding of citizenship. The effect of the good provision for personal, social and health education can be seen in the pupils' very good attitudes, behaviour and good learning.

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	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the head teacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

