

# **INSPECTION REPORT**

## **ST GILES CE PRIMARY SCHOOL**

Horsted Keynes, Haywards Heath

LEA area: West Sussex

Unique reference number: 126057

Headteacher: Mrs J Francis

Lead inspector: Mr P Mann

Dates of inspection: 26<sup>th</sup> – 29<sup>th</sup> April 2004

Inspection number: 257666

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 aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	117
School address:	Church Lane Horsted Keynes Haywards Heath West Sussex
Postcode:	RH17 7AY
Telephone number:	01825 790240
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Marion Loft
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

St Giles CE Primary School has 117 pupils on roll, aged four to 11 years. It serves the village of Horsted Keynes and the Haywards Heath area. The home backgrounds of most pupils are above average. The number who are in receipt of a free school meal is very small and well below the national average. The original Victorian building has been extended on several occasions culminating in the construction of a school hall. The buildings are surrounded by, a playground, an attractive garden area and a sports field. At the time of the inspection, there were six children under five in the reception class. The attainment of children at the start of school in Year 1 is above average. The proportion of pupils with special educational needs is well below the national average. Nine pupils have been identified as having special educational needs of which three receive support from outside agencies. Currently there are three pupils with a Statement of Special Educational Need. The proportion of pupils from ethnic minority groups is very small.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23219	Phil Mann	Lead inspector	Foundation Stage <sup>1</sup> Mathematics Science Geography History Physical education
9163	Geoffrey Humphrey	Lay inspector	
15015	John Zealander	Team inspector	Special educational needs English Information and communication technology Design and technology Art and design Music

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<sup>1</sup> 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.

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>30</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** and effective school with some significant strengths. Staff provide good levels of care and support to all pupils within a caring Christian community. The quality of teaching and learning is **satisfactory** overall but best for the youngest pupils. Good standards are maintained across the school with good progress made in some subjects. Pupils' achievement is satisfactory overall but sometimes the planned learning experiences for older pupils do not fully captivate their imagination with the result that their rate of achievement is not as good as it could be. The headteacher provides **very good** leadership. Teamwork is a strong feature and good delegation of responsibilities ensures that the school's work is continually reviewed. The effective governing body provides good levels of support and challenge. Given the overall standards being achieved, and the quality of learning opportunities available, the school provides **good** value for money.

The school's main strengths and weaknesses are:

- Standards in English are well above average for 11 year olds. Standards are above average in mathematics and science throughout the school.
- Standards in art and design are above average and pupils are achieving well in information and communication technology.
- Opportunities for older pupils to develop and extend their thinking skills further are sometimes missed.
- There are insufficient opportunities for all pupils to be reflective about some aspects of their learning.
- Provision for children in the reception class is very good.
- Pupils with special educational needs are supported well.
- The school forges effective relationships with parents and its community.
- Leadership of the headteacher is very good.

The level of improvement since the previous inspection has been **good**. Standards in information and communication technology are now average. Schemes of work now support the work of all subjects. Assessment is being used effectively to match work to the ability of all pupils including those who are more able. There is now a better range of resources available and the quality of accommodation has been significantly improved. The school's capacity for further improvement is **good**.

### STANDARDS ACHIEVED

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

Overall, the rate of pupil achievement is **satisfactory** across the school. Standards are **very good** in English by the age of 11 because the rate of achievement in this subject is **good**. Standards are **good** in mathematics and science by the time pupils are 11 years. They are also **good** in art and design for pupils of this age. The school is successfully maintaining the above average attainment of pupils when they start school and in some aspects of learning the school is proving to be effective in raising standards further. This is particularly so in the development of the pupils' literacy skills where good achievement is sustained across the school. This is exemplified by the quality of writing and

the very high standards in reading being attained by 11 year olds. The overall trend in improvement has been above that nationally since the previous inspection. There are no significant differences between the achievements of girls and boys. Year on year fluctuations in pupil numbers are a common feature of the school and therefore any comparisons made about pupils' results need to be treated with some caution.

All pupils are achieving well across the school in art and design and information and communication technology (ICT). Pupils are provided with a wide range of creative opportunities to develop their artistic talents. These standards are clearly exemplified by very effective displays around the school of the pupils' work. Good improvements have been made to the ICT provision and combined with good teaching it is contributing effectively to the good achievement of all pupils in this subject.

Although the needs of higher attaining pupils are met satisfactorily through work planned at the higher levels, opportunities for older pupils to develop and extend their thinking skills further are sometimes missed in lessons. As a result, these pupils quickly become uninspired by the lesson content and their achievement is not as good as it could be.

Pupils enjoy coming to school and attendance levels are good. Although the school places a good emphasis on the pupils' personal development, the provision for spiritual, moral, social and cultural development is only satisfactory. As a result, insufficient opportunities are provided for older pupils to reflect on many wider issues and their attitudes to learning are not as good as they could be.

## **QUALITY OF EDUCATION**

The overall quality of education is **good**.

The standard of teaching is **satisfactory** overall. This is because of the wide variations in teaching across the school and the satisfactory levels of achievement that the oldest pupils make in their overall work. Teaching for children in the reception class and lower infants is consistently good or better. The quality of teaching and learning in classes for older pupils is more variable but satisfactory overall. A strength of teaching is the good quality planning of lessons and effective assessment procedures that have been put in place to monitor the progress of pupils and plan for a range of abilities in each class. Teaching assistants provide effective support for pupils of all abilities. Provision for homework is very good.

The provision for children in the Foundation Stage is very good and a significant strength of the school with a strong emphasis being placed on these children learning through play. Pupils with special educational needs are effectively supported and all pupils are provided with good levels of care and support. The curriculum for pupils in the infant and junior classes is good overall. Effective schemes of work are now in place for all subjects and there is a good range of activities outside of lessons that enriches the pupils' learning experiences. However, there are limited opportunities for creative and imaginative learning activities in some lessons for older pupils, and this sometimes leads to pupils' attitudes that are only satisfactory. The school has identified strategies to address this issue.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school is good. The leadership of the headteacher is **very good** and is focused securely on continuous school improvement. The management of the school is **good** and ensures that the school operates smoothly during the day. The school governors contribute **effectively** to the success of the school by ensuring that it fulfils its duties and moves forward. The principles of best value are very effectively applied. All staff with responsibilities lead and manage their subjects well. This factor creates an effective team and contributes positively to good leadership and management overall.

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

Inspectors agree with the parents' positive views about the school. There is some minority concern about pupils' relationships that were not confirmed by the inspection. The concerns expressed by some over the intellectual challenge was recognised by the team and reported elsewhere.

Pupils have very positive views about the school. They value the friendly atmosphere and the benefits of being part of this village community school. They do not feel that bullying is an issue because they are well cared for. Some older pupils say that they would like more challenging work in class.

## **IMPROVEMENTS NEEDED**

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

- Provide more opportunities for older pupils to develop and extend their thinking skills.
- Promote a more effective programme of spiritual, moral, social and cultural development.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall, pupils' achievement is **satisfactory**. Standards are **very good** in English by the age of 11 because achievement in this subject is **good**. Standards are **good** in mathematics and science by the time pupils are 11 years. They are also **good** in art and design for pupils of this age.

#### Main strengths and weaknesses

- Standards in English are well above average for 11 year olds and above average for seven year olds.
- Above-average standards are being maintained in mathematics and science. Pupils' achievement in investigational work is good overall.
- All pupils make good progress in art and information and communication technology (ICT).
- Opportunities for older pupils to develop and extend their thinking skills further are sometimes missed.
- The achievement of children in the Foundation Stage is good.
- Pupils with special educational needs achieve well in relation to their previous learning.

#### Commentary

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

Standards in:	School results	National results
reading	16.2 (16.3)	15.7 (15.8)
writing	16.3 (15.0)	14.6 (14.4)
mathematics	18.3 (16.4)	16.3 (16.3)

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	28.1 (28.1)	26.8 (27.0)
Mathematics	27.8 (28.1)	26.8 (26.7)
Science	28.9 (27.7)	28.6 (28.5)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

1. The results in the 2003 national tests for 11-year-olds are above average in English and mathematics and average in science. When these results are compared with schools of similar circumstances and based on value added data they are average in English, mathematics and science. The results of pupils in Year 2 taking the 2003 national tests and compared to schools nationally are average in reading, and well above average in writing and mathematics. Compared to schools with similar circumstances using free school meals data, standards are below average in reading, above average in writing and well above average in mathematics. The overall trend in improvement has been above that nationally since the previous inspection. There are no significant differences between the achievements of girls and boys. Year on year fluctuations in pupil numbers are a common feature of the school and therefore any comparisons made about pupil results need to be treated with some caution.

2. Inspection findings confirm that the school is successfully maintaining the above average attainment of pupils when they start school and in some aspects of learning the school is proving to be effective in raising standards further. This is particularly so in the development of the pupils' literacy skills where good achievement is sustained across the school. This is exemplified by the quality of writing and the very high standards in reading being attained by 11 year olds. The after-school reading club for more able pupils is adding further to the overall level of achievement in this subject. Booster classes are also proving to be successful in raising the standards of average attaining pupils.
3. The overall rate of pupils' achievement in mathematics and science is satisfactory and standards are above average overall for seven and 11 year olds. However, all pupils achieve well in practical and investigational work in both of these subjects. This represents good improvement since the previous inspection when the development of investigational skills was identified as an area for development.
4. All pupils achieve well across the school in art and design and ICT. Pupils are provided with a wide range of creative opportunities in both two - and three-dimensional work to develop their artistic talents. These standards are clearly exemplified by very effective displays around the school of the pupils' work. Provision for ICT has been improved significantly since the previous inspection and combined with good teaching it is contributing effectively to the good achievement of all pupils in this subject.
5. Although the needs of higher attaining pupils are met satisfactorily through work planned at the higher Level 5 in English, mathematics and science lessons, opportunities for older pupils to develop and extend their thinking skills further are sometimes missed in lessons. As a result, these pupils quickly become uninspired by the lesson content and their achievement is not as good as it could be.
6. Children enter the reception class with levels of attainment that are generally above that expected of similar aged children. Communication skills and personal, social and physical development are above average. The level of achievement for all of these children is good and by the time they complete the reception year the overall level of attainment is above that normally expected and about a third will have started on the National Curriculum. These good levels of achievement are primarily due to the consistently good or better teaching and the very good curriculum in this class.
7. All pupils with special educational needs achieve well. No differences in performance between groups of pupils were noted during the inspection. The school thoroughly tracks and analyses the progress of these pupils during the year. These records confirm that some of these pupils are making very good progress.

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

Pupils enjoy school and their attitudes and engagement in their learning are **satisfactory** overall. Attendance is **good**. Pupils' spiritual, moral, social and cultural development is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have good attitudes to learning and behave well.
- The behaviour of a few pupils in some classes has a negative impact on their own learning and that of others.
- Attendance is above the national average and punctuality is good.

### **Commentary**

8. Pupils say they enjoy school and find the work challenging although some older junior pupils would value even more challenging work. Behaviour is satisfactory overall. It is good in all lessons for the younger pupils. However, on a number of occasions some of the older pupils do not behave as well as they should and are sometimes disrespectful towards adults. During their time in the reception class, most children achieve the Foundation Stage Early Learning Goals<sup>2</sup> in personal, social and emotional development and because of this, they adapt well to changes when they enter into Year 1.
9. Incidents of bullying or harassment are rare, but are dealt with quickly and effectively when reported by pupils. Pupils confirm that they trust teachers and other members of staff to deal with such matters with fairness and sensitivity.
10. The school places a strong emphasis on building positive relationships, and relationships are good overall as a result. Pupils show care and consideration towards each other and most are courteous and polite towards adults. Visitors are made welcome and greeted with confidence and often engaged in polite conversation. Pupils welcome the many opportunities that are provided for them to take responsibility and show initiative. The school council provides an effective platform from which pupils can express their own and others' views and contribute to the development of school policies, the new environmental garden the school has created and other aspects of life and work in the school. Pupils help others who have difficulties at playtime by acting as peer group mediators.
11. During their time in the school, pupils develop self-awareness and personal values, but because spiritual, moral and social values are not promoted as well as they might be, pupils do not benefit from this sufficiently. This affects the attitudes of some pupils in the upper part of the school. The school has a good programme to develop the pupils personal, social and health education. As a result, most pupils show good respect for the views of others, develop good social skills and learn to act according to their own principles. They develop a good appreciation of their own and other cultural traditions through the curriculum, contributions from parents and other visitors and regular visits to places of cultural and historic interest. The attitudes of most pupils, the positive ethos of the school and the provision for the personal development of pupils have been well sustained since the previous inspection.
12. Most pupils with special educational needs have positive attitudes to their work. They are keen to make progress, eager to please and enjoy succeeding. They are usually well behaved and respond well to the encouragement they receive, which helps to boost their confidence and enable them to take pride in their achievements.

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

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

13. Attendance is above national expectations and morning punctuality is good. Attendance and punctuality are good because parents co-operate well and the school has good monitoring systems. This has a positive impact on pupils' learning and achievement.

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<sup>2</sup> Early Learning Goals 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.

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	79	0	0
White – any other White background	1	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	2	0	0
No ethnic group recorded	6	0	0

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

Overall, the quality of education is **good** across the school. A **good** range of activities outside of lessons enriches the range of learning experiences available for pupils. The level of care for all pupils is **good** and a **good** partnership has been established with parents and other schools.

**Teaching and learning**

The quality of teaching is **satisfactory**.

**Main strengths and weaknesses**

- A significant proportion of teaching is good or better in classes for the reception children, infant and youngest junior pupils.
- Teachers' planning is good, detailed and thorough.
- Teachers use a wide range of techniques to engage pupils in their learning but sometimes activities fail to capture the imagination of more able pupils at the end of the juniors.
- Classroom organisation is good and a wide range of resources is used well.
- Good quality assessment information is used effectively to group pupils and match the work to their ability.
- The teaching of pupils with special educational needs is good.
- Provision for homework is very good across the school

**Commentary****Summary of teaching observed during the inspection in 20 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	10	7	1	0	0

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

- Teaching is satisfactory overall. This is because of the wide variations in teaching across the school and the satisfactory levels of achievement that the oldest pupils make in their overall work. The quality of teaching in the reception class, infants and lower juniors is consistently good or better. Teaching for older junior pupils is more variable but satisfactory overall. In one physical education lesson it was unsatisfactory. The consistently good or better teaching for

children in the reception class is a key strength of the school and a major contributory factor to the levels of achievement these children are making. All adults working with these children endeavour to provide a wide range of well-focussed activities that are a successful blend of adult directed activity and child initiated play. This consistency in teaching quality is successfully maintained in the classes for infant pupils and youngest juniors. Lessons for these pupils provide a good range of learning experiences catering for the needs of all abilities. As a result, achievement for these pupils is often good, successfully building on prior attainment. Teaching for the older junior pupils is more variable but satisfactory overall with clear strengths in the quality of planning and classroom organisation.

15. Teachers' planning is good, detailed and thorough for all classes. The sharing of learning intentions with the pupils at the beginning of each lesson is a good feature. It effectively informs the pupils' about the lesson and confirms the teachers' expectations. Observation of some lessons during the inspection and scrutiny of the pupils' books confirms that teachers regularly plan opportunities for investigative activity in several subjects. This is an improvement on the findings of the previous inspection when practical work was identified as an area for the school to develop as a means of challenging more able pupils. Activities such as the 'Fantastic Elastic' scientific investigation for the oldest juniors, confirms that on the whole, the needs of more able pupils are being met. A strong feature of planning is the allocation of different tasks to pupils of different ability within the same lesson thus ensuring that the rate of achievement is consistent.
16. Overall, teachers use a wide range of techniques to engage pupils in their learning. These include the use of computers by Year 5 and 6 pupils to research websites, the use of small boats to stimulate the imagination of Year 1 pupils in readiness for writing a story about the sea, and pupils in Year 2 and 3 working collaboratively to research the effects of extreme weather around the world. Teachers on the whole place good emphasis on the teaching of specific skills such as seen in geography and art and design. However, the observations of some teaching in physical education, indicates that there are some missed opportunities to teach specific skills to pupils in this subject. Teachers of older pupils work hard to engage and enthuse pupils and generally this is successful. However, although the activities are planned at the correct level sometimes they fail to capture the imagination of more able pupils at the end of the juniors. As a result, these pupils become restless and inattentive. Consequently teachers have to spend extra effort in keeping these pupils on task and achievement is satisfactory overall and not as good as it could be.
17. Classroom organisation is good and teachers make good use of teaching assistants to either teach small groups or make observations and assessments during lesson introductions. All teachers use visual aids such as mini whiteboards, overhead and multi media projectors effectively to illustrate key teaching points. Classroom displays are informative and in the classes for infants and the youngest junior pupils are very stimulating, provide a good range of information, and celebrate the achievements of pupils.
18. Procedures for assessment are good and teachers use the information well to group pupils and match the work to their ability. The procedures for assessing the achievements of children in the reception class are very good. The information gathered is used very effectively to plan further activities that are well-matched to the needs of individuals or groups of children in this class. Teachers regularly mark pupils' work but the overall quality is variable but satisfactory overall. Currently, only reference is made to targets in literacy.
19. The teaching of pupils with special educational needs is good and these pupils are taught well. Effective liaison exists between the part-time special educational needs coordinator and class teachers. This ensures that these pupils are given work that complements the learning in the classroom. Individual education plans are well written and staff use them well to set targets and monitor progress towards them. Teaching assistants are effective and seek ways to extend their own learning and understanding.

20. Parents at the meeting expressed some concerns about the clarity and use of homework to support pupils learning in school. A detailed review of pupils' homework books within the school confirms that provision for homework is very good. The use of a specific homework book throughout the juniors is very good and not only enables work to be carefully targeted to the needs of individual pupils but also provides good communication links with home. Marking of homework is good and good feedback is provided to pupils.

## **The curriculum**

The curriculum is **good** overall with good levels of enrichment through clubs and visits. The curriculum for children in the Foundation Stage is **very good**. The match of staff to the curriculum, quality of accommodation and level of resources are all **good**.

## **Main strengths and weaknesses**

- Well-structured schemes of work are now in place for all subjects.
- Information and communication technology is being used well to support learning activities.
- Planning caters well for the needs of all pupils.
- The provision for children in the reception class is very good.
- The provision for pupils with special educational needs is good.
- There are good levels of enrichment but sometimes there are insufficient opportunities for older pupils to use their intellectual and creative thinking skills in lessons.
- The match of staff to the curriculum, quality of accommodation and level of resources are all strengths of the school.

## **Commentary**

21. All aspects of learning are covered in a balanced way that meets the requirements of the National Curriculum. Statutory requirements for the teaching of sex education and the provision for a daily act of collective worship are in place. There are good arrangements for personal, health and social education covering drugs awareness for the older pupils. The quality and range of learning activities are satisfactory overall. They are good for pupils in the classes for infant and the youngest junior pupils because meaningful cross-curricular links are made between subjects to make learning relevant to these pupils' needs. The national strategies for literacy and numeracy have been effectively implemented and have had a positive impact on pupils' achievements throughout the school. This has been particularly so in English. Good schemes of work now exist for all subjects being taught and this represents good improvement on the previous inspection when the absence of such planning was a key issue. The use of information and communication technology is being effectively integrated across the curriculum as a direct result of the improved provision and increased levels of staff subject expertise.
22. The school ensures equal access to the curriculum for all because planning caters effectively for the needs of all pupils. This is particularly so in classes for mixed aged pupils where learning is effectively matched to the ages and different levels of ability through clearly identified tasks and activities. The needs of more able pupils are generally well catered for, as they were, for example, in mathematics lessons and in the range of opportunities for extended writing undertaken throughout the school year.
23. The curriculum for the children in the reception class is very good. The teacher plans a wide range of stimulating and imaginative activities to enable the children to learn effectively. Planning is very detailed and a good balance exists between adult-led activities and the children learning through play. Very good use is made of the secure outside play area, adding a further dimension to the planned curriculum for these children.
24. The provision for pupils with special educational needs is good. It is particularly good in literacy lessons. Individual education plans are carefully written to ensure that all pupils receive a broad and balanced curriculum through creative timetabling and flexibility of planning. Withdrawal for

additional support only takes place when the subject in which the pupils need support is timetabled.

25. A good range of outside trips and visits enriches the curriculum and the provision for extra curricular activities in sport and the creative arts is good. This includes good opportunities for competitive sport. Fortnightly group sessions are provided for Year 6 pupils to develop their basic conversational skills in French preparing them effectively for secondary education, while enriching their learning experiences. The incorporation of whole school 'subject weeks' such as art, into planning is enriching further aspects of the curriculum. However, it was noted during the inspection that sometimes not enough opportunity is provided for older pupils to use their intellectual and creative thinking skills to the full. This leads to some instances of more able pupils becoming bored in lessons and their attitudes to learning unsatisfactory as a result.
26. There is a good match of teachers and support staff to the needs of the planned curriculum. There are good levels of subject expertise amongst the teachers and extra specialist skills in music and French are accessed through part-time support staff. Other support staff play a vital role in the smooth functioning of the classrooms by supporting individual pupils or teaching specific groups. The quality of accommodation and level of resources have both been significantly improved since the previous inspection, when they were judged to unsatisfactory. For instance, the addition of the new hall is a great asset to the school, providing a very good venue for a wide range of learning experiences

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

The standard of welfare provided, and the care and support afforded to pupils, are **good**. Pupils' views and opinions are valued and the school responds to them **well**. Child protection and health and safety procedures are effective and implemented **well**.

### **Main strengths and weaknesses**

- The quality of welfare support and pastoral care is good.
- The procedures for child protection and health and safety are effective.
- The values placed on the views of pupils.
- The relationships between staff and pupils are built on a climate of care and trust.

### **Commentary**

27. The school supports its pupils well. Staff know their pupils and provide good pastoral support and guidance that is well matched to their individual needs. Relationships are good and pupils trust their teachers and other members of staff who support and supervise them both in the classroom and during recreation and play times. Pupils say they are happy in school and confident that if they have concerns, or need to seek support and guidance, there is always someone available who will listen and respond to their needs. There are very good induction arrangements for children and their parents when they first enter the reception class.
28. Health and safety procedures are rigorous and effective. The governors are involved in the monitoring and implementation of health and safety procedures and external advice is sought when appropriate. The school is cleaned and maintained to a high standard. The provision for first aid and the support for pupils with specific medical needs are very good. Child protection procedures are very effective because those responsible are experienced staff, well trained and vigilant. The school maintains good links with all external agencies that help to promote and support the welfare of its pupils.
29. The school has developed a good personal, social, health and citizenship education programme that teaches pupils about personal hygiene, drugs awareness, relationships, sex education, rights, responsibilities and justice. Pupils' views are valued and acted upon. The members of the school council take their responsibilities very seriously and function as an

effective consultative link between the wider pupil body and school management. Good standards of care, welfare and guidance have been maintained since the previous inspection.

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

The majority of parents have positive views about the school, and like the quality of education it provides and its Christian ethos. The partnership with parents is **good** and parents contribute **well** to their children's learning. The school has **good** links with the wider community and other schools.

### **Main strengths and weaknesses**

- Parents are pleased with the school and its Christian ethos.
- The good partnership between school and parents supports pupils' learning.
- The school provides good quality information about the curriculum and progress that pupils make.
- There are good links with the wider village community.
- A minority of parents expressed concern about bullying and the lack of challenge in work provided for the most able pupils.

### **Commentary**

30. The majority of parents are pleased with the school. Their positive views about it and the Christian ethos it promotes, are reflected in the pre-inspection questionnaires and minutes of the parents' meeting. A minority of parents expressed some concerns about bullying and the perceived lack of challenge in work provided for the most able older pupils. Whilst the school acknowledges that some bullying has occurred the inspectors are satisfied that the steps taken to resolve such issues are effective, being both rigorous and sensitive to the issues raised and the needs of individual pupils. The inspectors recognise that there is a need for more extended and challenging work for some of the older more able pupils and this is given fuller consideration elsewhere in this inspection report.
31. The partnership between parents and the school is good. For its part, the school provides good information on the progress that pupils make, provides curriculum and topic summaries, news about sporting events, celebrations, concerts and the regular formal consultation evenings. The good co-operation of parents effectively contributes to the achievement of above average levels of pupil attendance. The school has organised regular workshops to inform parents how best to support their children's learning both in school and at home, but, whilst these have been appreciated by some parents, the number attending these workshops has been disappointingly low. Overall, the partnership with parents and the contribution they make to their children's learning have been well maintained since the previous inspection.
32. Through the very active parent teacher association, and the strong links with the parish church, the school has successfully placed itself at the heart of the village community. Some school events, like the Summer Fayre, attract interest from the whole village. Pupils' work is frequently displayed in the church to recognise and celebrate their achievements and the school choir performs in church and at other village venues from time to time. There is a well-planned programme of visits to places of historic and cultural interest, including residential trips, to support and enhance the taught curriculum. These visits, and guest visitors to school assemblies, combined with the close community links, make a sound contribution to pupils, spiritual, moral, social and cultural development.
33. There are good links with other schools and colleges. The school is a leading member of a local cluster encompassing nine other primary schools. Through this cluster organisation pupils are provided with opportunities to join with pupils from other schools for special curriculum based projects, sports events and social activities. There is a good working relationship with the main receiving secondary school. Links with the community and other schools have been well developed and maintained since the previous inspection.



## LEADERSHIP AND MANAGEMENT

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

### Main strengths and weakness

- The headteacher has a clear vision and strategies for raising standards.
- The monitoring of standards in the curriculum by all co-ordinators is good.
- The governing body understands the strengths and weaknesses in the school.
- The needs of special educational needs pupils are managed well.
- Financial management is very secure.

### Commentary

34. The headteacher has a clear view of the relative strengths and weaknesses in the school and is beginning to put into place measures that will secure improvements. In particular, she wants to ensure that the curriculum offered to pupils provides secure and coherent links across all subjects and planning for school improvement includes regular reviews of progress to ensure that actions are effective in bringing about improvements. Other members of the senior management team share her aspirations and are seeking to improve the quality of teaching and learning in the school through monitoring and regular reviews. Teachers have begun to analyse the performance of pupils in some tests and by careful tracking are able to set realistic targets for pupils to achieve. All subject managers have time to monitor standards and some have modelled effective teaching in some subjects. This has meant that there has been a sharp focus on developing the curriculum in the school and supporting teachers in their teaching.
35. The governing body fulfils its statutory duties well and has made good efforts to ensure that the school caters for all pupils successfully. It offers challenge and support to the headteacher. It has a very clear understanding of the relative strengths and weaknesses of the school which it has built up through reports from teachers and through its own monitoring in classrooms. This has enabled the governing body to develop an effective plan for future developments and to ensure that funding is allocated appropriately. The school applies the principles of best value effectively.
36. The special educational needs coordinator provides good leadership with the result that pupils with special educational needs, including some with behaviour management difficulties, are included in the life of the school effectively. Furthermore, the progress made by these pupils is good. There are times, however, when the behaviour of some pupils disrupts the teaching and learning in classes. The school has effective procedures for dealing with this, using the support of teaching assistants who play a significant role in supporting groups and some individual pupils. They are included in the planning of work and play a part in monitoring the responses of these pupils to teaching within lessons.
37. Performance management is used effectively to support the professional development of teachers and includes regular monitoring of teaching and learning. This is linked well to the priorities in the school's plan for development and improvement.
38. The school's arrangements for financial management and control are very good. Day-to-day spending is controlled effectively and administrative staff work well with the headteacher to ensure that the budget is tightly controlled. The fluctuation in numbers of pupils makes accurate planning difficult but the school has a small budget surplus, which is being earmarked to cover predicted increases in the cost of staff.

## Financial information

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

Income and expenditure (£)	
Total income	318,427
Total expenditure	310,414
Expenditure per pupil	2,985

Balances (£)	
Balance from previous year	22,740
Balance carried forward to the next	26,099

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

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

39. Children enter the reception class at the start of the school year in which they are five. The induction arrangements are very good for these children. They include good liaison with the local playgroups and a meeting for all parents with the class teacher before the children start school. Home visits are being planned for the next school year for those parents who request one.
40. The overall provision is very good and all children successfully build on their previous pre-school experiences. As a result, the level of achievement for these children is good and by the time they complete the reception year the overall level of attainment is above that normally expected of similar aged children in all areas of learning. These good levels of achievement are primarily due to the consistently good or better teaching in this class. All adults working with these children endeavour to provide a wide range of well-focussed activities that are a successful blend of adult directed activity and child initiated play. Very good procedures for assessing the progress of these children have been put in place. The information gathered is used very effectively to plan further activities that are well-matched to the needs of individuals or groups of children. Leadership and management of this aspect of the school's work are good and the co-ordinator has a very clear vision of what needs to be done next.

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

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

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

- Many opportunities are made available for all children to make choices.
- Good opportunities are provided for children to work with others.

#### **Commentary**

41. The class teacher and supporting adults provide good role models for the children. Staff plan a wide range of opportunities for all children including those with special educational needs to learn through play and work with other children. This is particularly so at the start of each day when the children enter the class. They quickly choose to participate in a wide range of activities such as shape puzzles, making simple wheeled toys with construction equipment or going on the computer. The quality of teaching is good in this aspect of learning. All staff actively engage the children in conversation, and encourage the children to work with others. They intervene when necessary but also give children many opportunities to make choices. All the children are cared for and positive relationships exist amongst the children.

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

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

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

- Children are provided with many opportunities to develop their language skills.
- Planning is carefully thought through to provide a wide range of learning activities.
- Reading is effectively promoted and records are very detailed.

## Commentary

42. The quality of teaching is very good in this area of learning. Cohesion within the class teacher's planning ensures that learning activities are closely linked together. For instance, the story of Jack and the Beanstalk is developed through storytelling, bean counting games in mathematics, role-play in the 'Garden Centre' shop and making a little book to record the growth of their own plant. These imaginative activities provide a wealth of opportunities for these children to develop their literacy skills. This is particularly so in speaking and listening where opportunities are provided for children to use a dictaphone in order to record their planting of a bean as part of a scientific investigation. Many opportunities are provided for children to practice their early writing skills. These range from writing a shopping list to making marks, recognisable letters and simple words on the outdoor play surface with coloured chalks.
43. The children's reading development is very effectively supported. Very detailed records are maintained by the class teacher and all children take a book home to look at, talk about or read depending on their own ability level. The home-school link book is an example of very good practice, recording in both the teachers' and parents' words, the good levels of achievement being made by each child. As a result of this very good provision very good attitudes are being developed towards reading and a love of books.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Very good opportunities are provided for children to develop their numeracy skills.
- Good links are made with other aspects of learning.

## Commentary

44. Teaching is good in this area of learning. Daily opportunities are provided for a children to develop their knowledge of numbers up to ten and beyond for the more able children. A very good range of practical activities enables children to become familiar with the concepts of addition. For instance, more able children successfully add 3+2 to make 5. All children can recognise simple two-dimensional shapes and most put the digits from 1 to 10 in the correct order.
45. Practical investigations using giant dice and numbered flowers make learning fun and relevant to the children. Daily reference to the changing date and dinner numbers further consolidates the children's growing awareness of number. The encouragement of children to create a shopping list and use plastic money to buy plants is establishing a very good ethos of learning through play and experience.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Very good opportunities are being provided for children to learn about the world around them.
- Good links between all areas of learning is making the curriculum interesting and relevant to the children.

## Commentary

46. A very wide range of interesting and vibrant learning opportunities are ensuring that all children are achieving well in this area of learning. Activities include working on the computer to complete simple matching activities, building and making castle towers for the Giant in Jack and the Bean Stalk and planting beans both in light and dark areas to investigate plant growth. All of these practical activities contribute very effectively to the children's learning experiences.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Regular use is made of the secure outside play area.
- Very good opportunities are provided for children to develop their manipulative skills.

### **Commentary**

47. Staff provide many opportunities for children to develop their physical skills. Effective daily use of the secure outside play area enables children to take part in a wide range of physical tasks and creative play. These include building a castle tower out of plastic panels to house the 'Giant', finding the Golden Eggs in the sand pit, riding wheeled vehicles and threading laces into a template to create a geometric pattern.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children are provided with very good opportunities to make creative choices.
- A wide range of learning experiences, are provided for children to develop their creative skills.

### **Commentary**

48. Children make good progress because adults achieve a good balance between directed tasks and freedom of choice. For instance, large coloured chalks are provided for children to create colourful patterns and images onto the outside play surface. Sketchbooks are used regularly to develop the precise use of pencils and paintbrushes. Music lessons are used effectively to develop the children's ability to play loud and soft sounds with a variety of percussion instruments. Many of these activities are planned alongside other areas of learning to provide coherence to the curriculum overall. This was very effectively demonstrated in a dance session the school hall when the children acted out the characters in a favourite story.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Pupils attainment is well above average by the end of Year 6.
- Pupils make good progress throughout the school.
- Pupils' speaking and listening skills are good.
- The subject is well led and managed.
- There are insufficient opportunities for pupils to develop their writing skills through other subjects.

## Commentary

49. Standards on entry into the school are above average but by the age of 11 most pupils have exceeded national expectations in English. This represents good progress and satisfactory achievement overall. Results at the end of Year 6 show that most pupils achieve at well above the level expected for all pupils nationally. In addition the number of pupils achieving the higher level is above the national average, and there is no significant difference in the performance of boys and girls.
50. The results in the national tests in 2003 in reading and writing were above the national average at the end of Year 2. The percentage of pupils reaching the higher levels in reading was well below the national average, but it was well above in writing. There were a number of factors that contributed to this. The small size of the of the cohort means that comparisons can be misleading. However, the school is aware of the differences in results in reading and writing at the higher level and has put in place measures to address them.
51. Standards of teaching and learning are good throughout the school. Lessons are well planned to ensure that all pupils are given satisfactory opportunities for speaking and listening and to develop their reading and writing skills. Teachers ensure that pupils of all abilities are given work that is appropriate for their stage of learning. In one class containing pupils of different year groups and abilities, the teacher ensured that the spelling lists related to the each pupil's stage of learning. In the infant classes pupils are given a rich experience of English. Work in other subjects of the curriculum often relates to stories they share as a class. For example, one class was focusing on seaside stories from which they were developing their understanding of how powerful adjectives and adverbs can enrich the images of words. The good teaching, which engaged the pupils' attention, meant that their understanding of how words convey meaning was developed well. These ideas were later developed further as they used the story in their art and design lessons, and whilst using the role-play area that was designed with a "boat" for pupils to act in.
52. This work is developed into the junior classes and the priority that the school gives to the development of English and the love of literature is borne out by the high quality of writing that pupils achieve by the age of 11 years. For example, a poem in the style of a love letter from a spider to a fly written by a pupil in Year 5 includes the following lines, which show that the teacher has developed imagery successfully in the lesson:

*"...And he carried on with this flattery  
Till his lamp ran low on its battery.  
But at the end were the words  
That other spiders would find absurd,  
"Miss Fly, I love you dearly,"  
then he wrote, "from yours sincerely."*

And the poem ends with the lines....

*"and the sneaky spider felt no remorse, as he greedily ate his second course"*

53. All pupils have good opportunities to develop their knowledge and use of books. The stock of books has been augmented recently and offers a good range and quantity of fiction and non-fiction. It has been well organised by a teaching assistant using computer aided recording of loans. Pupils talk about the range of genres that they have experienced and can explain why they prefer certain types of books. Good links are made between fiction and non-fiction, together with reading information from other sources such as charts and notices. This is shown in pupils' confidence in reading a variety of texts with understanding and expression. They value books and enjoy the opportunities to buy them when the school holds its book fairs.

54. Pupils with special educational needs are well supported and they make good overall progress. This is due to the help they receive in small groups and well-briefed teaching assistants enhance the teaching by ensuring that pupils understand what is being taught and support them in completing the associated tasks. This promotes pupils' learning and achievement well.
55. The subject is led and managed well and strategies are being implemented to address areas of weakness in English. All teachers have a secure knowledge of the curriculum and the planning across the school is based on national guidelines. The quality of all teaching has been monitored and samples of pupils' work have been analysed and collated in a comprehensive portfolio of pupils' work. This effectively ensures a consistent approach in making judgements about standards and in trying to raise the attainment of more able pupils. Priorities for future development are appropriate. Assessment records give teachers a picture of how well pupils have achieved in meeting the required outcome for each aspect, and they are used effectively to plan teaching and learning for groups of pupils of different abilities.

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

56. Pupils use their language skills well across the curriculum, as the same approach to discussion and co-operative research is used consistently in all subjects. However, the opportunities for pupils to develop their writing skills in other subjects are limited and not wide enough to enable pupils to develop their understanding and practice of writing in a wide range of styles for a variety of purposes.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils continue to achieve above average standards by the age of seven and 11 years.
- Sometimes the unsatisfactory attitudes of some older pupils hold up learning of others, despite the efforts of teachers.
- Teaching is satisfactory overall.
- The National Numeracy Strategy has been effectively implemented and a good range of investigative work is planned for pupils in all classes.
- All teachers effectively use good quality assessment information to group pupils.
- The subject is well led and managed and improvement since the previous inspection is good.

### **Commentary**

57. Standards in the 2003 national tests confirm that standards are above average compared with schools nationally and for those with similar circumstances for 11 year olds. Nearly a third of these Year 6 pupils attained the higher Level 5 in these tests. Inspection findings generally reflect these results with a slightly higher proportion of these older pupils attaining the higher level this year. Standards for seven year olds are also above average but the size of this year group is particularly small. Fluctuations in pupil numbers are a common and regular feature of the school so that comparisons made about pupil results need to be treated with some caution.
58. Achievement is satisfactory overall for all pupils including those with special educational needs. Achievement is best for infant and lower junior pupils where teaching is good or better. Most pupils persevere with set tasks or fully contribute to teacher-led discussion and learning activities. However, sometimes the unsatisfactory attitudes of some older pupils hold up the learning of others in their class. For instance, some inattentiveness or calling out of answers by pupils slows the pace of lessons and despite the efforts of teachers this restricts the potential for good achievement in these lessons. Although the work planned for these more able pupils is matched effectively to their ability level, the actual activities can be mundane and sometimes fail to capture their imagination, resulting in them straying off task.

59. Teaching is satisfactory overall. It ranges from satisfactory for older junior pupils to good in other parts of the school. Although planning is always detailed and the aims of each lesson are effectively shared with pupils in all classes some activities for the most able pupils in the class for the oldest junior pupils are sometimes uninspiring. As a result, the efforts of the teacher to keep these pupils motivated, slows the overall pace of learning for all pupils in the class. However, a good feature of teaching is how mental arithmetic activities are organised effectively to match and challenge the diverse needs of all pupils in all classes. This is done through good classroom organisation and the effective use of 'mini-whiteboards' to monitor the success and achievement of pupils during these introductory activities. All teachers use visual aids well to illustrate key teaching points. Good provision is also made for independent and group activity and support assistants are used well to work with either less able or more able pupils. This is because all teachers effectively use good quality assessment information to group pupils. Another good feature of all lessons is the good provision for investigative and problem solving work. This is an improvement since the previous inspection when it was identified as a key issue.
60. The subject is well led and managed. Some monitoring of teaching and learning has been undertaken and a good portfolio of work effectively exemplifies the standards being achieved. A thorough subject review and good use of assessment data to track pupil achievement are strong features. As a result, the findings have made a good contribution to the school improvement process. The overall level of improvement since the previous inspection has been good.

### **Mathematics across the curriculum**

61. Opportunities for the development of mathematical skills are satisfactorily incorporated into the teaching of other subjects. This includes data handling in ICT and making careful measurements in science experiments. Other examples of pupils using their numeracy skills are generally limited to timelines in history.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Above average standards are being successfully maintained.
- Investigative work is planned and taught throughout the year to all classes.
- There are limited opportunities for the enrichment of the curriculum.
- Effective procedures for assessment are yet to be fully implemented.
- Subject leadership is good overall.

#### **Commentary**

62. Standards are above average overall. This is generally reflected in the 2003 national tests, when all pupils in Year 6 attained at least Level 4 with nearly a third attaining the higher Level 5. This represents high achievement when compared with schools nationally but well below average achievement when compared with similar schools. All seven year olds attained at least the expected level in the 2003 teacher assessments, with about one third of these pupils assessed at the higher Level 3. The number of pupils in each year group varies year on year and so these results should be treated with some caution.
63. Overall, pupil achievement is satisfactory and above average standards are maintained across the school. A good range of high standard work is evident in the books of Year 6 pupils. In one particular unit on forces these pupils undertook a detailed investigation into the stretching of elastic bands under the influence of increasing weight. The use of data handling techniques



were of a high standard and all pupils drew interesting conclusions about the effect of gravity. In the two lessons seen, one in the infants and one in the juniors good quality planning ensured that the lessons were well-organised and good scientific principles of investigation were established. In both these lessons pupils' attitudes to learning were good and pupils, especially in Year 1, completed their investigations and close observations of a flower with much enthusiasm and interest.

64. No overall judgement can be made on the quality of teaching but a review of teachers' planning and pupils' work confirms that investigative work is effectively planned for and taught throughout the year to all classes. This is an improvement on the findings of the previous inspection when it was identified as a whole school issue. Teachers group pupils effectively according to their levels of ability and good levels of challenge are provided for more able pupils overall.
65. The quality of education is satisfactory overall. A good scheme of work is now in place but there are limited opportunities for the enrichment of the curriculum through field trips and visits. Pupils in Year 5 and 6 have been involved in science days at the local secondary school but lack of overall curriculum enrichment has been recognised by the subject co-ordinator who has identified this as an area for future improvement.
66. Subject leadership is good overall and the rate of improvement since the previous inspection has been satisfactory. The new co-ordinator has worked alongside other staff to identify a specific assessment task for each unit of work. All class teachers use these tasks to effectively assess the scientific knowledge and understanding of pupils. However, procedures for recording the achievements of pupils over time are yet to be fully implemented and this limits the efficient tracking of pupils' progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Achievement is good across the school.
- The quality of teaching is good.
- Good planning enables pupils to develop their skills in other subjects
- Leadership and management that is focused on raising standards

### **Commentary**

67. Standards and achievement in ICT are satisfactory. Pupils make good progress as they move through the school. This is an improvement on the findings at the time of the previous inspection. The school has ensured that there are sufficient computers for pupils by developing a suite and is planning to supplement the number of machines through the purchase of laptop computers. The recent introduction into the school of wireless technology enables pupils to make greater use of computers in areas other than the suite.
68. Two lessons were seen during the inspection. Teaching and learning are good because teachers use a variety of approaches to engage the pupils in their learning. For example, pupils in one class were developing their programming skills. The more able were working on the computer to write a series of commands whilst others were using floor turtles to draw out their initials following the input of commands. Pupils responded well to "errors" that occurred when they checked their programming and were able to discuss them appropriately before correcting them. In another lesson, pupils used the Internet effectively to evaluate the quality of certain sites in preparation for research on caves. This work linked well to other themes being explored in English and geography. Teachers use a digital projector to introduce the work the pupils will be doing, moving it from class to class. This is effective in lessons that are not ICT lessons.

For example, a teacher used projected images of Indian life that she had downloaded to help pupils understand the context of the literacy work they were doing.

69. The subject is led and managed well. The co-ordinator has ensured that all teachers have developed their confidence and competence to teach the subject well and has supported non-teaching staff in developing their expertise. She has a clear vision for the developments in the future and a secure understanding of the further improvements needed to raise standards still further. She has developed a good portfolio of work that pupils have done which she has assessed and graded. She is seeking to ensure that the software in the school will enable teachers to develop the curriculum further and extend the use of ICT in other subjects.

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

70. The school is developing its use of ICT to support learning in other subjects effectively. For example, pupils develop spreadsheets to record data in mathematics and design programs to work in the style of artists such as Paul Klee. They also use of the power of ICT to support their presentation of written work, but the use of ICT for skills such as drafting and writing in English is not fully developed.

### **HUMANITIES**

71. Work in geography and history was not inspected in depth. Only one lesson was observed in geography and none in history. Therefore no judgement on overall provision can be made in these subjects. The inspection of religious education was undertaken separately by the local diocese.

#### **Geography**

72. Overall, standards of pupils' work meet national expectations for seven and 11 year olds. Teachers place a good emphasis in teaching geographical skills and this was effectively demonstrated in a lesson for a class of pupils in Year 2 and 3. In this good lesson effective planning ensured that pupils developed their skills of enquiry while collaborating with other pupils in researching hurricanes and other forms of extreme weather. Topics such as Tim Bear's excursions further develop the pupils' knowledge of the world and projects about a village in India develop multi-cultural understanding. The subject makes a satisfactory contribution to the development of the pupils' literacy and numeracy skills.

#### **History**

73. Standards meet national expectations for seven and 11 year olds. A good scheme of work ensures that topics are effectively planned across the school. A good range of visits to local places of interest such as the Weald and Downland and museum provide good opportunities for the enrichment of learning experiences and foster an interest of the past. There are, however, missed opportunities for older pupils to extend their writing skills.

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

74. Work in design and technology and music was not inspected in depth. A music lesson taught by a visiting musician was sampled and no lessons were observed in design and technology. Therefore no judgement on overall provision can be made in these subjects.

#### **Art and design**

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

## **Main strengths and weaknesses**

- Teachers plan thoroughly.
- Access to a wide range of stimuli and techniques helps pupils to achieve well, especially in Art Week.
- The effective use of ICT enhances the work pupils do.

## **Commentary**

75. Standards are good. This is an improvement on the findings at the time of the previous inspection when they were judged to be in line with national expectations. The subject is taught well throughout the school although it was judged to be very good in a lesson in Key Stage 1. In this lesson pupils listened carefully to the teacher and applied great care to work mixing and blending paint thickened with glue to create an image similar to an oil painting of a seaside scene. They evaluated their work and were able to share the relative successes and suggest how they might improve their work still further. Pupils work well with a range of media and pay good attention to detail. As they progress through the school pupils develop a good sense of colour and texture and think carefully about shape and form.
76. Work in art and design is greatly enriched by the school's Arts Week. Artists from outside the school, some of whom are parents, and teachers from the local secondary school augmented the expertise of the staff. The work that pupils completed during this time is of a very good quality and its display around the school is a constant reminder of the high expectations that the school has in art and the good standards that pupils attain through collaboration in large projects.
77. Pupils' creative skills are enhanced as they skilfully use the power of ICT to create pictures in the style of Paul Klee, based on techniques involving creating lines and shapes and using "fill" commands. Their careful use of colour and design ensure that their finished work is of good quality.
78. The subject is led and managed well. The subject manager has monitored the teaching and learning across the school and has organised opportunities for teachers to extend their understanding and personal skills in art and design and how to teach it.

## **Design and technology**

79. No lessons were seen in design and technology so it is not possible to report on provision in the subject. However, standards are satisfactory. The school now has a policy and scheme of work for design and technology, which supports teachers in the delivery of the subject. The school values the work the pupils do by celebrating achievement in displays of finished models. For example, the display of picture frames made by pupils in the infant classes shows that pupils have a sense of pride in the work they do.

## **Music**

80. Music was sampled during the inspection, so no overall judgement is made about the quality of provision. An unqualified teacher visits the school on one afternoon each week. She takes the whole school for singing and musical activities for half an hour. In this time, pupils showed that they sing well with good diction and a growing understanding of rhythm, harmony and variation. She supports the work of teachers in other classes on a rota. Teaching is based on national guidelines.
81. Evidence seen in a portfolio of photos and plans during the inspection show pupils engaged in a wide variety of activities. These are further enriched by the good use the school makes of visiting groups of musicians who, in workshops, focus on the development of aspects of music such as percussion or small musicals.

82. Some pupils learn the recorder in school and play confidently in whole school sessions as a group or accompanying singing.

### **Physical education**

No overall judgement can be made on provision but standards are broadly average. Standards in swimming are good.

### **Main strengths and weaknesses**

- A good range of extra activities are provided for pupils outside of lessons.
- There is insufficient focus on individual skill development in some lessons.
- The subject is being well led.
- Good improvement has been achieved in the quality of the accommodation. A good scheme of work is now in place.

### **Commentary**

83. It was only possible during the inspection to observe one lesson for pupils in a class for Year 5 and 6 pupils and the first part of a lesson for pupils in a Year 4 and 5 class. No overall judgement can be made on the overall quality of teaching and learning. However, in both lessons the overall attainment of the pupils broadly met national expectations. The quality of teaching in the session for the younger pupils was satisfactory overall but the lesson for the oldest pupils was unsatisfactory. In both lessons the warm-up activities were organised and managed well to ensure a vigorous start to each lesson. However, in the lesson for the oldest junior pupils the teaching of specific skills was not managed effectively. Excessively large group sizes minimised the effective demonstration of a standing long jump because pupils quickly became bored and the teacher spent too much time in managing the unsatisfactory behaviour of some pupils. In the other junior lesson there were some missed opportunities to develop the pupils' running skills and awareness of physical exercise on their bodies.
84. The subject co-ordinator provides good leadership for staff. She provides a good role model for both pupils and colleagues and has worked hard to implement a scheme of work. Further planned developments are based on an effective review of the subject. The school has established effective links with other local schools to provide a range of opportunities for competitive sport.
85. A purpose-built school provides good opportunities for teaching gymnastics, dance and indoor games. This is a significant improvement on the previous inspection when the quality of the accommodation was judged to be unsatisfactory. A comprehensive scheme of work is now in place to effectively guide teachers' planning. Pupils participate in a good range of extra-curricular activities. All of these factors represent good improvement since the previous inspection.

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

86. Only two lessons were seen in this area of the school's work and so no judgements are made about overall provision. The school places a good emphasis on pupils' personal development. The programme for personal, social and health education is good and includes work on diet, health, sex, drugs and personal safety. This programme helps pupils gain confidence, interact successfully with other people and know how to have a healthy lifestyle. Year 6 pupils have specific roles around the school to develop their own sense of responsibility. The school council is already working well. All pupils have the opportunity to contribute their views in class to their representatives. The appointment of peer mediators amongst the pupils is developing the concept of citizenship further.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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