

# **INSPECTION REPORT**

## **PLAISTOW AND KIRDFORD PRIMARY SCHOOL**

Billingshurst

LEA area: West Sussex

Unique reference number: 125848

Headteacher: Mrs H Faulkner

Reporting inspector: Ms A Dawson  
11608

Dates of inspection: 30<sup>th</sup> June – 2<sup>nd</sup> July 2003

Inspection number: 259488

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Plaistow Billingshurst
Postcode:	RH14 OPX
Telephone number:	01403 871275
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs V Perrin
Date of previous inspection:	N/A

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11608	Ms A Dawson	Registered inspector	English Art and design Design and technology History Music Religious education Foundation Stage Educational inclusion, including race equality	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
12672	Mr E Adamus	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
12155	Mr P Payne	Team inspector	Mathematics Science Information and communication technology Geography Physical education Special educational needs.	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Plaistow and Kirdford Primary School is a small community school catering for pupils aged four to eleven years. It is situated in the middle of the village of Plaistow near the village of Billingshurst. Most children have attended a playgroup before they enter the school in the year they become five. The pupils start with a wide range of attainments. Their social, language and mathematical skills vary from year to year between broadly average to above average. The pupils this year entered school with broadly average skills. There are 112 pupils on roll grouped in five classes. Pupils in Years 3 to 6 are grouped in two mixed-age classes. There are 56 girls and 56 boys. There are 22 pupils on the register for special educational needs. At 19.6 per cent, this is broadly average. Most of the pupils with special educational needs have behavioural difficulties or learning difficulties in literacy or numeracy. There are no pupils with a statement of special educational needs. There is a minority of very able pupils. Nearly three per cent of pupils are eligible for free school meals which is well below the national average. The vast majority of pupils are from white European backgrounds. All speak English as their first language. The school was extended from a first school to a primary school in September 2001. This is the first inspection for the school as a primary school.

### **HOW GOOD THE SCHOOL IS**

This is an effective school providing a positive climate for learning. The school helps all pupils to succeed and make the best use of their skills. The school is very well led and managed and its aims of developing personal as well as academic and social skills are promoted successfully. Teaching and learning are good and, as a result, pupils are achieving well. Despite high unit costs, the school gives good value for money.

#### **What the school does well**

- By Year 6, pupils achieve well. Standards in Year 6 are above average in mathematics, science, information and communication technology, music and physical education. In art and design, standards are well above average.
- The school is very well led and managed. The commitment to succeed from all the staff is excellent.
- The quality of teaching and learning is good. There is very good provision for pupils in the Foundation Stage<sup>1</sup> of learning.
- There are very good relationships within the school and, consequently, most pupils behave very well and have very good attitudes to learning.
- The school makes very good provision for pupils' personal, spiritual, moral and social development.
- There is a positive partnership with parents.

#### **What could be improved**

- The systems for the assessment of pupils' knowledge, skills and understanding are underdeveloped in some subjects.
- The target setting for individual pupils in English and mathematics is not sharp enough.
- Drama and role-play are under-represented in the curriculum.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school expanded from a first school to a primary school in 2001. There have been changes of governors, staff and the pupil population which have changed significantly the character of the school. This will be the first inspection of the school as a primary school. Since 2001, there has been good

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<sup>1</sup> The Foundation Stage refers to children in the reception class at the school.

improvement in the leadership and management of the school, the quality and range of the curriculum, the quality of the teaching and learning and the achievement and behaviour of the pupils. The key issues from the inspection of the first school in 1999 have been resolved.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	n/a	n/a	A	C	well above average A above average B
mathematics	n/a	n/a	B	C	average C below average D
science	n/a	n/a	A	B	well below average E

Caution must be exercised in the interpretation of the national results as these grades represent few pupils. There is a wide variety of ability from year to year but, relative to their starting points, pupils achieve well. The pupils in 2002 and the present pupils in Year 6 joined the school in 2001. Not all of these pupils previously attended the school. The overall attainments of the pupils taking the tests in 2002 in Year 6 were higher than the attainments of the present Year 6 because there were fewer pupils with special educational needs.

Pupils achieve well by Year 6. The standards of the current Year 6 pupils are above average in mathematics and science, and average in English. Standards are well above the national expectations in art and design, and above average in information and communication technology, music and physical education. Pupils meet the nationally expected standards in design and technology, geography and history. In religious education, the pupils meet the expectations of the locally agreed syllabus. Pupils achieve well by Year 2. The pupils' standards are above average in English and mathematics, and above the national expectations in science. In art and design, standards are well above the national expectation and above national expectations in music and physical education. In all other subjects, including religious education, the pupils meet the expected standards. In the Foundation Stage, children achieve well and are on course to attain the expected early learning goals<sup>2</sup> by the end of their reception year. Many are on course to exceed them. A few children are likely to be still working towards them. Literacy and numeracy are represented well across the curriculum. Pupils with special educational needs achieve well because of the good provision made for them and the skilled help they receive from the teachers and teaching assistants. The most able pupils achieve well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and have very good attitudes to work. Most concentrate very well during lessons.
Behaviour, in and out of classrooms	Very good. The vast majority of pupils behave very well in lessons and around school.

<sup>2</sup> Early learning goals refer to the nationally expected standards for children to attain at the end of their reception year.

Aspect	Comment
Personal development and relationships	Very good. Pupils respect the views of others. Most play and work happily together. There are very good relationships in the school.
Attendance	Very good. Most pupils have very good attendance, are punctual and lessons start on time.

The positive approach towards encouraging self-respect and respect for others is central to the school's aims and values. This is a happy community where the pupils' very positive attitudes to learning make a significant contribution to their achievement.

#### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching and learning is good which results in pupils learning well. There is little variation across the school. Most lessons are good and, at times, very good. Teaching is at its best in the Years 3 to 4 class where it is consistently very good and, at times, excellent. There are strengths in the teaching of music and art and design because of the teachers' specialist expertise. English and mathematics are taught well. The basic skills of reading, writing and mathematics are represented clearly in other subjects. Information and communication technology is being taught effectively and is being used successfully in other subjects. Teachers work successfully together, sharing their expertise to plan pupils' work. In the very good lessons, the teachers apply the methods advocated in the National Literacy and Numeracy Strategies, matching the work thoroughly to the needs of the pupils. When teaching is occasionally only satisfactory, teaching is over-directed, pupils learn at a slower pace and work is not always as carefully planned to the pupils' attainments. The teachers use their assessments satisfactorily to plan pupils' work. Pupils have group targets to work towards in English and mathematics. Individual targets shared with the pupils are recognised by the teachers for further development. The teachers take care to fully include all pupils in lessons and all other aspects of school life. The pupils with special educational needs make good progress. They are successfully helped by the teaching assistants. The most able pupils are achieving well. The quality of teaching is good in the Foundation Stage. The planned activities for these children are wide-ranging and imaginative.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements. Excellent opportunities are planned to help all pupils to learn. The school provides a very good range of extra-curricular activities. There is very good provision for pupils' personal, social and health education.
Provision for pupils with special educational needs	Good. Learning difficulties are identified early. The pupils receive skilled help in lessons or when they are taught in small groups.
Provision for pupils' personal, including spiritual, moral, social and cultural	Very good. There is very good provision for pupils' spiritual, moral and social development and good provision for their cultural development. The school prepares its pupils satisfactorily for life in a diverse society.

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development	
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Aspect	Comment
How well the school cares for its pupils	The school takes good care of its pupils. There are good procedures for assessing and tracking pupils' progress in English, mathematics and science. Systems are underdeveloped in some other subjects. Setting individual targets for pupils in English and mathematics is not refined enough. Satisfactory use is made of assessment to guide curricular planning. Effective procedures are applied for child protection. There are excellent procedures in place for promoting pupils' good behaviour. The procedures for monitoring and improving attendance are satisfactory.

The school has a positive partnership with parents. The majority of parents think well of the school and appreciate the care the school takes of their children.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher sets a very clear educational direction for the school. The teachers and non-teaching staff work together successfully and demonstrate excellent capacity for success.
How well the governors fulfil their responsibilities	The governors work very well together to achieve the school's aims and fulfil their statutory duties very well.
The school's evaluation of its performance	Very good. The school has very good systems for monitoring and evaluating its performance.
The strategic use of resources	Very good. The school makes very good use of available resources. Spending is closely monitored for value for money. The principles of best value are applied.

There are sufficient well-qualified teachers who are assisted by the experienced teaching assistants. The accommodation is well furnished and maintained very well. Learning resources are good overall and very good in art and design, information and communication technology and music.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Most parents agree their children like school.</li> <li>Most parents feel their children make good progress.</li> <li>The quality of teaching is good.</li> <li>The school expects their children to do their best.</li> <li>The school provides a good range of extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Some parents feel that behaviour is not good and their children are not helped to become mature and responsible.</li> <li>Some parents feel they are not well enough informed about their children's progress and that the school does not work closely enough with them.</li> <li>A few parents would like the provision for homework to be improved.</li> </ul>

Most parents give good support to the school and hold positive views of the school. This is also reflected in discussions with parents and a scrutiny of school documentation. Pupils' behaviour overall is very good and there are excellent procedures to promote positive behaviour. The parents receive good information about their children's progress and the school works closely with parents. The quality of the homework is good but the oldest pupils in similar schools normally receive a greater amount of

homework than pupils in this school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. By Year 6, pupils achieve well. Their attainment is above the average standards in mathematics and science, and average in English. In other subjects, there are particular strengths in art and design, in which standards are well above the national expectations. In information and communication technology, music and physical education, standards are above the national expectations. In other subjects, pupils meet the expected standards.
2. Caution should be exercised in the interpretation of the 2002 national test results because the numbers of pupils taking the tests were small. For example, 24 Year 6 pupils took the 2002 tests and each pupil represented more than three percentage points. Additionally, the proportion of pupils who have special educational needs varies between year groups. This causes fluctuations in the overall results for each year, especially when cohorts are small. In comparison with similar schools at Year 2 and Year 6, pupils attain average standards.
3. The overall attainment of the pupils in the present Year 6 is lower than that of the pupils taking the tests in 2002. There are marked differences in the overall attainment of pupils taking the tests from 2002 and 2003. Pupils taking the tests in 2002 and those in the current Year 6 joined the school in 2001. Some of these pupils attended the school previously from the reception class to Year 3. The attainment of pupils in Year 6 in 2002 and the present Year 6 who attended the school in Year 3 is above average. However, many pupils previously attended other schools. An above average proportion of pupils in the present Year 6 have special educational needs. However, it is clear that pupils achieve well from their starting points. For example, in the 2002 tests, based on pupils' prior attainment, standards in Year 6, were well above average overall. In 2002, the school met most of its targets and exceeded some of them to improve pupils' attainment in writing. The school has used its assessment data well to target groups of pupils for improvement. As a result, there is a continuing improvement in standards this year. However, by Year 6, pupils' standards in writing are not as high as they are in reading. The school has set challenging targets for pupils to attain in English and mathematics in 2003.

#### **The Foundation Stage**

4. Children enter the reception class with a wide range of attainment which varies from one year to the next. The attainment of most children on entry to the reception class is above average. However, there is variation between year groups from above average to broadly average. For example, the attainment of the present reception class on entry to school was broadly average. The majority of children achieve well in the Foundation Stage and are in line to attain the expected early learning goals in all areas of learning by the end of their reception year. A significant number are on course to exceed the learning goals and a minority are likely to be working towards them. Assessments of children's attainments made on entry help the teacher to plan group and individual targets to meet the needs of the children. Alongside these targets, the staff consistently encourage children by promoting a culture where they succeed personally, socially and academically.

## **Years 1 to 2**

5. Relative to their starting points, pupils in Years 1 and 2 achieve well. In the 2002 national tests for Year 2, the pupils attained above average standards. Standards over the last four years have been maintained at above the national trend and have varied between above average and well above average standards. For example, in the 2001 national tests, standards were well above average. These pupils, now in Year 3, achieved well and entered with overall above average attainment. By Year 2, pupils attain standards that are above the national averages in English and mathematics. Their attainment on entry to school was broadly average. The pupils exceed the nationally expected standards in science. In art and design, pupils attain standards well above the national expectations. In information and communication technology, music and physical education, pupils' achievement is good and standards are above the national expectations. In design and technology, geography and history, pupils achieve satisfactorily and attain the nationally expected standards. In religious education, pupils meet the standards expected in the locally agreed syllabus.

## **Years 3 to 6**

6. The pupils achieve well by Year 6. Pupils' achievement accelerates in Years 3 and 4. This is because in the Years 3/4 class, there are higher expectations of their achievement. The pupils work more accurately at a faster pace in response to the very good teaching and their achievement is very good. In Years 5 and 6, the pupils continue to make good progress to attain above the national averages in mathematics and science. In English, pupils achieve well to attain above average standards in speaking and listening skills and in reading. In writing, their attainment is broadly average. In other subjects, standards are well above the national expectations in art and design and above the expected standards in information and communication technology, music and physical education. In design and technology, geography and history, pupils attain the nationally expected standards. In religious education, pupils attain the expectations of the nationally agreed syllabus.

## **Across the school**

7. There was no evidence of any major variation in attainment and achievement between boys and girls. Pupils with special educational needs have a range of behavioural and learning difficulties. Most have lower levels of attainment than their peers. However, these pupils make good progress towards their targets. This is due to the good provision of specific teaching programmes organised by the special educational needs co-ordinator in co-operation with class teachers and teaching assistants. Equally, the needs of the talented and most able are met and these pupils achieve well.

## **Pupils' attitudes, values and personal development**

8. The pupils' attitudes to the school are very good. They demonstrate much enthusiasm for school, and are conscious of how much they are valued by all staff. The overwhelming majority of parents acknowledge that their children are very happy in the school. Relationships between the pupils and adults are very positive, where the activities of the day are carried out in an atmosphere of calm and respect. Older pupils are very responsible in the way they care for younger pupils, especially in the playground and during extra-curricular activities. All pupils are clear about what is expected of them and are a credit to their parents and staff in how they respond to visitors.

9. Attitudes to learning throughout the school are very good with pupils making every effort to remain on task and work constructively, either in pairs or groups. For example, in one art and design class, Years 5 and 6 pupils worked well alongside each other to produce some good modelling work with clay. Pupils with special educational needs respond well to the support given to them because of the efficient deployment of learning assistants in lessons. Behaviour is very good. A number of behaviour improvement strategies have recently been introduced. These have been well received by the pupils. For example, 'squabble busters,' where older pupils are being prepared well to take on the responsibility of calming down any quarrels or upsets in the playground. This and other initiatives appear to be very effective in maintaining the very good relationships within the school. Three fixed-term exclusions have occurred within the last year with the full participation of parents and staff working together to resolve issues to the satisfaction of all concerned.
10. The personal development of pupils is very good and a strength of the school. All staff are committed to extending the personal development of each pupil. The teachers provide excellent role models and work effectively with parents and governors. Regular features of the timetable such as 'circle time'<sup>3</sup> and 'talk time' are used creatively by staff to enable pupils to explore their feelings and understand the values of others. In one session, some highly positive contributions were made by reception children in response to an activity which helped them understand the difference between certain types of touch. They learned how to be kind when in contact with others. All staff are strongly committed to ensuring all pupils are included in all the school activities. All pupils are encouraged to exercise responsibility with specific tasks and duties, from preparing equipment for assemblies in the hall, ensuring snack and lunch boxes are distributed in an orderly fashion to ringing the bell in the school yard and monitoring the use of the library. The school and individual class councils provide a platform for pupils' views. Pupils respond confidently. Their decisions to be put forward to the staff and governors are mature and impact positively on the life of the school. For example, they have improved the use of games resources at playtimes and ensured the provision of water bottles in the classroom.
11. Attendance is very good. There are no unauthorised absences. Parents are always prompt to provide school with information on why a child is absent. Registers are diligently kept. Punctuality is generally very good and isolated incidents appear to cause the minimum of disruptions. There are some instances of parents who take holidays in term time which disrupt their children's learning.

## **HOW WELL ARE PUPILS TAUGHT?**

12. The quality of teaching and learning is good overall with some excellent and very good teaching observed. There is consistently good teaching across the school because the teachers have planned the curriculum together and share expertise readily with one another. There is excellent and very good teaching in Years 3 and 4 where the quality of the work is matched carefully to the attainment of all the pupils in the class. This results in pupils achieving well overall by the time they reach Year 6, with most progress being made in the Years 3/4 class.
13. There has been good improvement in the quality of teaching, from an analysis of the monitoring of teaching and learning, within the last two years. The overhaul of curricular

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<sup>3</sup> Circle times are class discussions and form part of the pupils' personal, social and health education curriculum.

policies and schemes of work has resulted in pupils systematically acquiring subject knowledge, understanding and skills. Teachers have good knowledge and understanding of the subjects they teach and are willing to share their expertise. The teaching of literacy, numeracy and information and communication technology is good. The basic skills are taught well. Pupils are taught well to apply their skills in literacy, numeracy and information and communication technology across all subjects. However, there are insufficient planned opportunities for pupils' activities in drama and role-play. This restricts the opportunities for pupils to fully develop performance skills and explore the ways that language is used to communicate meaning. There are strengths in the teaching of art and design and music where the teachers have very good subject knowledge. In other subjects, teachers promote cross-curricular links between subjects well and, as a result, pupils begin to see the similarities and parameters of subjects and the relevance and transference of skills such as problem-solving. They use the correct technical terms and vocabulary for each subject which promotes pupils' understanding. The staff succeed very well together as a team, and the work of the subject leaders to support their colleagues makes a good contribution to the standards.

14. There are significant strengths and few weaknesses. This is because there are high expectations set for the pupils' behaviour and work. All teachers manage the pupils very well. They consistently praise and reward pupils for their efforts and encourage them to take responsibility for their actions and learning. This builds their confidence and self-esteem and contributes successfully to pupils' personal development. This is evident in the very good relationships that exist between pupils and staff.
15. Teachers use very good methods and resources to help the pupils to learn. In the best teaching, the assessments of pupils' work are used very well in planning lessons. A significant level of demand is placed on the pupils to ensure they are all fully involved. High expectations are set, and focused questioning challenges all pupils to do their best. Pupils understand exactly what is expected of them and rise to the challenges presented. A variety of techniques are used to provide pupils with a wide range of learning opportunities. For example, whole-class, group and individual teaching, visual and written resources and frequent changes of activity which help to keep all pupils focused.
16. Occasionally, when teaching is only satisfactory, teachers do not manage their time as effectively and a larger proportion of time is spent in initial introductions. When pupils spend a long time listening, they tend to become restless and lose concentration. When teachers spend time in checking pupils' responses, the pace of learning slows for these and others in the class. Work is often well planned overall but not as well matched to the individual attainment of the pupils as it could be.
17. In literacy and numeracy, group targets are set for all pupils. This works well and, consequently, standards in writing, which have been a recent school focus, have improved. However, individual targets are not set or shared with pupils sufficiently well for pupils to consistently make maximum progress. The quality of marking is good with few inconsistencies. The best examples of marking commend the efforts of the pupils and contain comments on learning related to the subject so that pupils know how to improve their work.
18. The quality of teaching and learning is good in the Foundation Stage. The provision is rich. There is a good balance of activities directed by the staff and those which the children choose. The outside environment is used well across all areas of learning. The teacher and teaching assistant and some voluntary helpers from parents and members

of the community work well together. The teacher successfully assesses and records children's achievements and plans work to meet the needs of all the children. However, the assessments of pupils' progress are not always used to best advantage in the planning of further work to match the attainment of all children.

19. Pupils who have special educational needs are taught well. The specific needs of all pupils are carefully identified and staff plan the curriculum together. Learning intentions are linked to pupils' individual targets and rigorous assessments are made. Teachers and teaching assistants form effective partnerships which ensure that the extra help pupils get makes a big difference to their learning. One of the most striking aspects of the teaching is the quality of relationships that exist between adults and pupils. Teachers and teaching assistants are keenly aware of the need to ensure that pupils keep positive attitudes to school and use praise and encouragement well to motivate pupils. Teachers and teaching assistants are well aware of pupils' individual targets.
20. Homework is of good quality and used effectively as a natural extension of pupils' classroom work throughout the school and contributes well to pupils' learning. It is regularly marked with informative comments. There is a particularly good partnership with parents who help their children develop reading skills well at home. However, the homework for the oldest pupils is less than is normally expected.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

21. The curriculum in the Foundation Stage is very good. It provides children with imaginative and well-planned learning experiences and introduces them very effectively to school life. The quality of learning that results from their activities is good. In Years 1 to 6, the curriculum is good and provides a wide range of relevant opportunities for pupils to develop their knowledge and understanding. It meets the requirements of the National Curriculum and religious education. There is a programme of personal, social and health education that includes opportunities for pupils to learn about the misuse of drugs and sex education. An outstanding feature of the formal and informal curriculum is that all pupils have access to all activities. Appropriate and imaginative adult help and support are organised where necessary to make sure that this happens.
22. Curriculum planning is good and has improved since the last inspection. Schemes of work guide teachers in their termly planning and provide a framework to deliver the requirements of all subjects. Links between subjects are developing and provide opportunities to apply learning in different contexts. The literacy and numeracy strategies are well developed and established, apart from opportunities for drama and role-play which are insufficient in developing pupils' skills of confidence in performance and communication skills. Basic skills are taught with confidence and are increasingly seen in the other subjects. Investigative work is now well established in science and pupils are able to devise their own experiments with confidence by the end of Year 6. Subject leaders have a good overview of the strengths and development needs of their subjects and have the knowledge and expertise to be able to support their colleagues.
23. The curriculum for pupils with special educational needs is good throughout the school. Their needs are identified early and the special educational needs co-ordinator works with teachers to develop effective programmes of work that are monitored regularly. Curriculum planning clearly identifies the learning needs of pupils with special educational needs. There is a good balance between individual work on key skills and specific difficulties and classroom support to maintain the full range of curriculum

opportunities. The school is planning to extend further the curriculum for the gifted and talented pupils.

24. There are clubs for a range of academic interests, including French, science and the school magazine, and cultural activities such as the mini gardeners, knitting, instrumental tuition and choir groups. Sporting activities offered include athletics, cricket, dance, football, netball and stoolball. This range of out-of-class activities is much better than is generally found for this age range in schools of a similar size.
25. The curriculum is extended through a very good range of visits, visitors and other activities. These experiences are used well to stimulate interest and to raise attainment in the subjects concerned. Older pupils go on a residential visit to the Isle of Wight which extends their learning and independence. There are very good relationships with the local community and the community makes a substantial contribution to pupils' learning. Pupils visit significant sites to support their studies in geography or history, and the local shop baked the experimental bread rolls created by Years 3 and 4 pupils. A range of visitors from the church and other walks of life provide opportunities for pupils to consider becoming aware of wider citizenship roles. There are very good contacts with the neighbouring secondary school to ensure a smooth integration of Year 6 pupils to Year 7 and to negotiate curriculum provision in the next stage of their education. Contacts with the various pre-school groups ease the induction of children into the reception class.
26. The provision for pupils' personal development is very good. 'Circle time', the class and school councils, the nurturing programme and the variety of activities delivered through the personal, social and health education programme are very impressive and make a major contribution to the personal development and self-esteem of pupils.
27. Provision for pupils' spiritual development is very good. Assemblies are well planned to promote spiritual development through an act of worship that includes singing, reflection and a focused prayer. Themes are chosen to reflect aspects of the curriculum and are delivered in imaginative and often dramatic ways that involve pupils across the age range and give them much to think about. This thoughtful and appreciative approach continues into their lessons, notably in art and design and science. Pupils in Years 5 and 6 were amazed to see the structure and beauty of sand grains under the microscope. In formal and informal ways, adults show that they value pupils' ideas. Class discussions in personal, social and health education lessons are used particularly effectively to develop knowledge and insight into other people's values and beliefs.
28. Provision for pupils' moral development is very good. Moral concerns are very well integrated into the ethos of the school. Formal rules exist but are given a low profile because pupils behave very well and show care for the physical and emotional wellbeing of others. Teachers reinforce good behaviour through encouragement, stressing principles of fairness and self-respect and encouraging reflection on the consequences of one's actions. Adults reflect the school aims by promoting values of honesty, fairness and truthfulness in their caring relationships with pupils. Moral issues are discussed, particularly in 'circle times', and provision is made in other subjects to debate moral questions, such as in English, history and religious education.
29. Provision for pupils' social development is very good. Pupils develop good social skills by working productively in pairs and groups in the positive, harmonious atmosphere of most lessons. When asked to work independently, they begin quickly and stay on task for extended periods of time. All help with routine classroom tasks and their level of

responsibility increases as they progress through the school. Pupils develop wider understanding of citizenship through taking part in charitable fundraising and hearing of the experiences of a wide range of visiting adults. In personal, social and health education lessons, pupils learn about friendship and social issues in society.

30. Provision for pupils' cultural development is good. The curriculum makes a good contribution to pupils' understanding of British and other cultures. There is satisfactory provision for developing pupils' awareness of diversity in UK society. Pupils' first-hand experience tends to be largely based on the society in which they live. Pupils visit the locality and go further afield as part of their studies in geography and history. The music and art of different times and traditions are appreciated and used as stimuli for pupils' own creativity. The principles and practices of world faiths are studied in religious education, and some visitors from other faith communities, such as Hinduism and Christianity, make a positive contribution to pupils' learning. However, there is more scope for significant festivals of these religions to be included in the programme for assemblies.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

31. The school follows procedures and guidelines for health and safety to a good standard. The headteacher is the designated staff member for child protection issues and has ensured that all staff are aware of procedures. Good communication exists between the school and social services. The school provides a safe and happy environment for all its pupils. The cleanliness of the premises and site is maintained to a very high standard and pupils are rewarded for the respect they show towards property.
32. There are excellent systems in place for educational and personal support and guidance for pupils. All staff and parent helpers are conscientious in how they ensure the welfare of each pupil. Pupils know what is expected of them, they have good examples in the staff and, for most of the time, they behave as they know they should.
33. Procedures for monitoring and improving attendance are satisfactory. There are no formal measures in place to maintain the high level of attendance since it is not an issue for concern. Apart from the exceptional circumstances of three fixed-term exclusions earlier in the year, unauthorised absences never occur. However in addition to reminders in letters to parents, more could be done to discourage the withdrawal of pupils for holidays during term at certain times of the year. However, there is no clear reward system for good attendance. A clear system of rewards for attendance and punctuality would ensure that their high levels would not be taken for granted.
34. The standard for monitoring and promoting good behaviour, as well as eliminating oppressive behaviour, is excellent. Numerous initiatives exist within the personal, social and health education programme to assist pupils with their self-esteem, such as the 'I am special' theme in every class, where pupils affirm their peers, and the lunchtime 'Smile' club which helps pupils address personal issues they might have arising from difficulties in the playground.
35. The 'Jump Ahead' project enables pupils to grow in self-awareness and improves their co-ordination skills. Other initiatives, such as those to improve pupils' social skills, have been carefully evaluated and add to the diversity of the school 'nurturing' programme. All staff and parent helpers regard this initiative very highly and use it consistently as a significant resource for pastoral care for the benefit of every pupil.
36. The quality of assessment to monitor pupils' attainment and progress is good. Well-

established tracking and record-keeping systems are in place to assess pupils' progress in English, mathematics and science. Teachers' planning and samples of pupils' work are monitored which help the staff to measure the progress that the pupils make over time. There is a yearly routine of internal standardised and national tests. Children in the reception class are checked at intervals to identify at an early stage those children who are not making enough progress. Appropriately maintained records are kept of pupils' progress across a range of subjects.

37. In some subjects, such as English, mathematics, science, music, information and communication technology and physical education, there are good systems for assessing pupils' progress through the curriculum. In other subjects, there are satisfactory systems in place. The development of systems for assessing pupils' progress is identified by the school for further improvement. The school analyses its data from national test results by gender and also analyses the responses made to test questions in order to modify its curriculum planning. Pupils are set group targets in English and mathematics and these are reviewed at appropriately frequent intervals and revised targets are set.
38. Satisfactory use is made of assessment in planning new work. Teachers plan well to meet the needs of the lower, average and higher attaining pupils. However, teachers do not always use their assessments to match work to individual needs in English and mathematics. Individual targets are not regularly set for these subjects nor shared with the pupils to maximise progress. Marking is up to date. It recognises pupils' efforts. Teachers' marking often demonstrates interest in what the pupils have written and comments are made about how pupils could improve their work.
39. Assessment systems for pupils with special educational needs are very good. The co-ordinator maintains up-to-date records of pupils' progress and liaises regularly with teachers and support staff. Work is planned taking into account the assessment information. Pupils' records are organised efficiently, access is easy and confidential documents are kept securely. There is a high level of care shown by all staff. They remain calm and professional in all their contacts with pupils, including those with behavioural problems. A range of outside agencies supports the school on a regular basis and contributes to the high level of care for pupils.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

40. Parents' views of the school are positive. The pre-inspection meeting, questionnaire responses and discussions with parents during the inspection reveal good support for the school. Parents acknowledge that the transition period for the new Plaistow and Kirdford Primary School has not been easy and they commend the staff and governors for their professionalism and dedication. Some concerns were noted with regard to homework levels for pupils in Years 3 to 6. These have been addressed in the school improvement plan. The quality of homework is good. However, the amount of homework for Year 6 pupils is less than is usually expected for pupils of this age.
41. Parents are made to feel especially welcome at the school. Teachers are always available at the beginning and end of the school day for informal discussions, and the open door policy of the headteacher is greatly appreciated. The overall effectiveness of the school's links with parents is very good. There is a regular school newsletter, frequent letters keep parents informed of events and the parent teachers' association, PAKSA (Plaistow and Kirdford Schools Association) provides a very good network of support. Parents' views are sought on school development issues. For example, a measure of their good support is evident in the questionnaire returns from the school

survey of the parents' opinions on provision. The school has responded with improved homework arrangements, improved procedures to promote good behaviour and more opportunities for sport.

42. The impact of parental involvement in the school is clear to see. A significant number of parents regularly come into school to assist with reading and other activities throughout the school week. Extra-curricular provision is very good, with parents generously giving their time and resources to add what they can to the educational experience of the pupils. For example, two mothers supervise a very active gardening club during the lunch period and a weekly cricket session has equal numbers of boys and girls. PAKSA works very hard at organising both fund-raising and social events throughout the year for parents and pupils at the school. The diversity and range of ideas reflect a generous support for the school and successfully draw together the traditions of the local communities. During the design stage of the new building, the headteacher skilfully enlisted the professional advice of an architect from among the governors and a team of mums and dads maintained the safety and beauty of the school grounds.
43. The information provided by the school is regular and of good quality. Alternative times for parents' evenings are being considered to accommodate all parents. A very successful open day was held and teachers and parents speak positively of the procedures for induction. There is clear information on the guidance and entitlement to the provision for special educational needs. The home/school agreement has a good profile and nearly all parents have signed it to forge genuine partnership. Noticeboards around the school at various entrance and exit points alert parents to what is going on and the school is open to hear views and ideas that will benefit pupils. A relatively new system for progress reports has been introduced. It is in line with other 'local family' schools, and parents feel better informed about attainment overall. Some parents have found the targets set for pupils in English and mathematics helpful. Teachers always strive to be affirming in the tone of reports and add constructive comments about general pupil development.
44. The contribution of parents to pupils' learning at school and at home is very good and parents pay much attention to the quality of the homework that is provided by class teachers. The school does not have to struggle for volunteers to assist with the day-to-day delivery of the curriculum. A significant proportion of parents listen to children read and support a range of learning activities, especially at the Foundation Stage. Parents provide considerable support for various events, such as school concerts, plays, sporting occasions and numerous social activities, some of which are a significant source of income to the school funds.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

45. The very good leadership and management of the school are strengths and two of the main reasons for the continuing improvements made within the school. The headteacher is very well supported by the governors, senior managers and subject leaders. There has been good improvement since the school was reformed as a primary school in September 2001.
46. The headteacher provides very good leadership. Her imaginative, well-focused thinking and her commitment to the school inspire the staff and governors to move the school forward. She has gained the support of the parents and the community, and the school is well placed to make further improvements. The monitoring of pupils' work, the very good behaviour of pupils, the care taken of them and the opportunities provided for pupils' personal development are major factors that are helping the school to achieve its

aims. All the school community is involved in making decisions about school priorities, and the governors, staff and pupils share and work towards the agreed priorities and aims of the school which are clearly visible in practice. These are embodied in striving to meet the needs of all of its pupils, both academically and personally, to create a safe and happy learning environment with high expectations of pupils' behaviour and to ensure that the school gains best value for money.

47. The school is very well managed. There is a clear management structure which includes a senior management team, key stage and subject leaders. This is a good structure in which the staff work as a cohesive team led by the headteacher to raise standards. The arrangements for the assessment of the quality of teachers' work and their continuing professional development are very good. The monitoring of teaching and learning is excellent. The information gained from the assessment of pupils' work and from monitoring and evaluation is used very well to develop teachers' professional expertise and improve areas of weakness in all subjects. Observations in English, mathematics and other subjects by the headteacher and advisory staff provide a very good picture of teaching and learning across the school. This informs the subject leaders to develop action plans for improvement. Individual teachers receive help and support following observations made of their teaching which help them to develop their expertise. The subject leaders make good use of their time to manage their subjects, update their knowledge and to keep their colleagues well informed about current initiatives. They manage their budgets and resources well and offer advice and help to other staff. Through planning meetings, staff meetings, observations of teaching and learning and examining pupils' work, the subject leaders are well placed to develop their action plans and keep the staff and the governors well informed about their subjects.
48. The governors fulfil their duties very well. The governors have a very good understanding of the strengths and weaknesses of the school. They receive very good information from the headteacher and the subject leaders. The governors are committed to including all pupils in the work and life of the school. They praise the very good work of the teachers, the teaching assistants and non-teaching staff in creating an effective and happy school.
49. The school improvement plan is a very useful tool for school improvement. It is clearly focused on raising standards and is forward thinking. The governors are able to clearly monitor and evaluate the school's progress towards its targets and at what cost. The strategic use of resources is well thought out and the present balances are targeted for improvement to the accommodation and learning resources. The governors ensure best value is gained from expenditure. The school makes very good use of its available resources, including those designated for special educational needs. Procedures for day-to-day financial control and administration are very good. The school successfully uses information and communication technology to support its work in both the classrooms and in its administrative tasks. The school has taken steps to implement the recommendation from the most recent audit.
50. The school has sufficient teachers who have the expertise and subject knowledge to teach the National Curriculum, the Foundation Stage and pupils with special educational needs. The newly qualified teacher has had very good support from the management of the school, and has made a good start to her teaching career. The teachers are supported well by effective teaching assistants. The assistants share lesson plans and record keeping devised by the teachers and make a significant contribution to pupils' learning. The caretaker, non-teaching and administrative staff work hard to provide a good teaching and learning climate in which the pupils feel secure and well looked after. The school is very well maintained.

51. Over the last two years, the accommodation has been modified significantly to accommodate pupils in Years 4, 5 and 6. It is now good indoors and there are plans to make improvements to the outdoor areas. There are sufficient classrooms of suitable size. Specialist rooms, such as an information and communication technology suite, a small teaching room, mainly used for the teaching of special educational needs, and a music room are helping to raise standards. Pupils and residents in the locality respect the property; there is no litter or graffiti. Outside, the school benefits from hard surfaced play areas, including a dedicated area for children in the Foundation Stage. However, there are no playing fields for sports. There are good quality learning resources for most subjects. The resources in music and information and communication technology are very good. The central library has recently been refurbished with sufficient up-to-date non-fiction books. They are appropriately classified. However, as yet, it is underused. The books are in very good condition and easily accessible.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

52. The governors, headteacher and the staff should:

- (1) Improve standards by:

(i) developing further systems for assessing pupils' knowledge, skills and understanding in art and design, design and technology, geography, history and religious education;

(Paragraphs 100, 105, 110, 115, 138)

(ii) setting individual targets for pupils in English and mathematics and sharing these targets with the pupils and parents to help pupils improve their work.

(Paragraphs 16, 17, 37, 38, 79, 85)

- (2) Provide further opportunities within the curriculum to develop pupils' communication skills through drama and role-play.

(Paragraphs 13, 22, 78)

In addition to the above, other minor issues for the school to consider are:

- the use of the main library and the development of library skills; (Paragraphs 51, 80)
- work towards improving the outdoor provision for physical education; (Paragraphs 51, 133)
- improving the procedures to promote pupils' good attendance and punctuality; (Paragraphs 33)
- improving teaching resources in art and design and history; (Paragraphs 100, 115)
- developing links with other faith communities; (Paragraph 138)
- revising the homework provision for the oldest pupils. (Paragraphs 20, 80, 84)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	23	7	0	0	0
Percentage	4	29	51	16	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	112
Number of full-time pupils known to be eligible for free school meals	n/a	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	13

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	3.8
National comparative data	5.4

School data	0.0
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	8	12	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	18	18	20
Percentage of pupils at NC level 2 or above	School	80 (79)	90 (84)	100 (79)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	18	18	15
Percentage of pupils at NC level 2 or above	School	90 (84)	90 (79)	75 (89)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	12	12	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	12
	Girls	10	9	10
	Total	21	19	22
Percentage of pupils at NC level 4 or above	School	88 (n/a)	79 (n/a)	92 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	9	9	9
	Total	20	20	20
Percentage of pupils at NC level 4 or above	School	83 (n/a)	83 (n/a)	83 (n/a)
	National	73 (72)	74 (74)	82 (82)

\*Percentages in brackets refer to the year before the latest reporting year. Where the number of pupils taking the tests and assessments at Key Stage 1 were ten or fewer in 2002, the results are omitted.

### ***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
110	3	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	16
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	59

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

### ***Financial information***

Financial year	2002/2003
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	£
Total income	398,310
Total expenditure	350,953
Expenditure per pupil	2,807
Balance brought forward from previous year	14,681
Balance carried forward to next year	62,038

Number of pupils per FTE adult	n/a
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5.2
Number of teachers appointed to the school during the last two years	6.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Results of the survey of parents and carers**

#### **Questionnaire return rate 48 per cent**

Number of questionnaires sent out	112
Number of questionnaires returned	54

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	30	7	2	0
My child is making good progress in school.	54	33	7	0	6
Behaviour in the school is good.	26	37	19	16	2
My child gets the right amount of work to do at home.	52	33	11	4	0
The teaching is good.	61	37	2	0	0
I am kept well informed about how my child is getting on.	33	45	20	2	0
I would feel comfortable about approaching the school with questions or a problem.	57	24	10	7	2
The school expects my child to work hard and achieve his or her best.	41	55	0	2	2
The school works closely with parents.	35	30	30	5	0
The school is well led and managed.	39	26	11	15	9
The school is helping my child become mature and responsible.	44	37	9	6	4

The school provides an interesting range of activities outside lessons.

48	46	4	0	2
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*Percentages are rounded to the nearest integer and may not total 100.*

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

53. The children enter the reception class in the school in the term in which they will become five. There are 26 children of this age attending full time and, of these, the majority have experienced a playgroup. Children's attainments on entry to school cover a wide range which varies from one year to the next from broadly average to above average. Most children in the reception class started school with skills which were broadly average in their personal, social and emotional development and mathematical and language development. A significant proportion of children are on course to attain and exceed the early learning goals and work towards or within the National Curriculum, and a minority are on course to work towards achieving the expected goals by the end of the reception year. The Foundation Stage of Learning has been successfully implemented and the provision is very good. The curriculum is well balanced for indoor and outdoor activities in all areas of learning. There is a wide range of interesting and imaginative activities directed by the teacher or those which children choose. There has been good improvement in the development of the curriculum within the last year.

#### **Personal, social and emotional development**

54. In personal, social and emotional development, by the end of the reception year, most children are on course to attain the expected goals and a significant minority are on course to exceed them. Children achieve well and make good progress in this area because they receive supportive individual teaching.
55. Children settle quickly into the routines of school life with good individual support from the staff. They soon make friendships and share their resources and toys very well as they learn to take turns. They are keen to complete their tasks and show increasing levels of concentration. All the adults working in the class are consistent in their approach to children. They reinforce the need for good manners and to share resources. Children are learning well to become independent. They manage to get themselves ready for playtimes well and with minimum help for physical education. They help to tidy their equipment sensibly at the end of each session. Most respond very well to their teacher and follow instructions.
56. The teaching of personal and social education is good. Members of staff and helpers show a great deal of care and concern for the children. Most children learn well because they feel secure and happy and there are well-established routines and expectations of behaviour. They are taught well the difference between right and wrong and all staff promote clear ideas of what is expected of them. They are encouraged to play in sociable groups.

#### **Communication, language and literacy**

57. Most children are on course to attain, and a significant minority are on course to exceed, the expected goals by the time they reach the end of the reception year. The children's achievement is good. They achieve well because they are taught and supported well both individually and when they work in small groups.
58. The children enjoy talking about themselves and what they have done at home. They enjoy listening to stories such as 'Kakadu Jack'. They handle books well, with the majority reading simple texts by the end of the reception year. As they read, children

follow the pictures and text intently. Writing skills are developing well as the children learn to form their letters correctly. Most write their names correctly and the lower attaining children are beginning to write words and phrases independently. Most write a simple sentence unaided; higher attaining children are writing at least two sentences. The children's skills in literacy are successfully extended at home as parents help them learn to spell and read words and to develop their reading skills.

59. The teaching of language and literacy is good. Purposeful questioning extends the children's learning well. This encourages the children to think clearly about the questions and answers that they give in reply. A good emphasis is placed on the basic skills of reading and writing. Learning difficulties are quickly sorted out and the children get the help they need. The guidance from the National Literacy Strategy is successfully implemented.

### **Mathematical development**

60. In mathematical development most children achieve well and the majority are on course to attain, and a minority are on course to exceed, the goals that are expected by the end of the reception year.
61. Children in the reception classes are keen to learn to count. Most are learning well to recognise numbers from 10 to 20. They can count on and back from zero to 20 and beyond accurately. In their small group activities, most sort and count five objects correctly and use them to solve simple problems of addition and subtraction. Children enjoy singing and saying number rhymes. Nearly all children recognise the properties of the common two-dimensional shapes. The majority recognise and make patterns with two criteria. Most are familiar with mathematical language of 'more than' and 'less than'.
62. The teaching and learning of mathematical understanding is good. The teacher plans a wide range of activities, including outside activities, to consolidate and carefully extend the children's learning. For example, during one lesson, children were achieving well observing the reflection and symmetry of plastic counters in a mirror and solving simple addition and subtraction problems. The children's learning is securely developed through successive activities based on the early learning goals and the National Numeracy Strategy. However, the day-to-day assessments of pupils' progress are not consistently used when planning further work.

### **Knowledge and understanding of the world**

63. In knowledge and understanding of the world, most children are on course to attain, and a minority are on course to exceed, the goals expected for this area of learning by the end of the reception year. Good teaching ensures that the children achieve well.
64. The teacher provides a wide range of activities that are planned to extend early concepts in science, design and technology, history, geography and information and communication technology. Children use the computers independently and use the mouse with increasing control to access learning programs and to draw and type words. For example, they use their skills to drag and draw shells with a good degree of control and accuracy. The children experiment freely with a range of construction materials to make large models.
65. The teaching of knowledge and understanding of the world is good. The teacher plans activities to motivate and interest the children. For example, the children enjoy planting flowers, vegetables, fruit seeds and plants in their garden, watching them grow in

summer and tasting the fruits of their labour. They are developing a growing awareness of other countries and cultures as they role-play an imaginary journey to the Caribbean.

### **Physical development**

66. In physical development, most children achieve well and are on course to attain, and a minority are on course to exceed, the goals expected by the end of the reception year in most aspects of physical development.
67. The children use a wide range of equipment and materials to develop co-ordination skills in the fine and careful movement involved in drawing and painting. In physical education lessons, the children have learned to follow instructions well. Children listen well and are developing their spatial awareness appropriately as they find their own space to work in. Most work sensibly in pairs, developing their skills well as they work together to throw and catch bean bags.
68. The teaching of physical development was good in the lesson observed. The teacher provided good support to help those children who lacked confidence to fully develop and extend their skills. The outdoor environment is used successfully for a range of activities such as balancing, climbing and in controlling small wheeled toys.

### **Creative development**

69. In creative development, most children are on course to attain or exceed the goals expected in this area of learning by the end of the reception year. The children achieve well in response to good teaching.
70. The children paint expressively using a range of equipment and materials in their work. They use a range of pencils and felt pens with increasing control as they draw, paint and write. They concentrate very well to paint pictures of the parrot 'Kakadu Jack' and the fruits in this Caribbean story. They paint patterns and fold their papers in half to make a symmetrical picture. In the role-play area, the children develop their skills of co-operation and communication well as they take on the roles of a travel agent and the customers. The children explore percussion instruments with gusto in music lessons as they investigate the sounds instruments make. They enjoy singing songs tunefully, such as 'Early in the Morning'.
71. The teacher plans good opportunities for the children to develop their creative ideas through painting, role-play and music. The children are encouraged to express their feelings and thoughts. The staff prompt them to choose their resources and tools carefully and they value their work by effectively displaying it for all the children to see.

### **ENGLISH**

72. Pupils are achieving well. They attain above average standards by Year 2 and average standards by Year 6. Care must be taken when considering the overall National Curriculum data because the cohorts of pupils vary from one year to the next and the numbers of pupils taking the tests are small. In the 2002 National Curriculum tests, pupils in Year 6 attained well above average standards. In comparison with this year, the overall attainments of the group are not as high and are broadly average. This is because there are an above average percentage of pupils in Year 6 with special educational needs. In 2002, the percentage of pupils with special educational needs was much lower. There has been good improvement in standards over the last two years, particularly in pupils' writing which has been a whole-school focus for

development.

73. Pupils' current attainments by Year 2 are above average in all aspects. Their achievement is good. By Year 6, the pupils achieve well. Their attainment varies in writing from above to below average. Their overall attainment is average in writing. In reading and in speaking and listening, pupils' attainments are generally above average.
74. By Year 2, the more able pupils read with above average skills. They read aloud fluently and accurately and have regular reading habits. They talk with interest about the characters and about their favourite part of the story. They know the difference between fiction and non-fiction books, use contents and index and know how these are arranged. They know the terms 'author' and 'illustrator' and use the blurb when selecting books. Most have not yet developed preferences for particular authors or types of books. Average Year 2 readers, and these are in the majority, read regularly at home and at school, know the difference between the terms 'fiction' and 'non-fiction' and understand how an index works. Pupils who are lower attaining generally read their books, which contain simple sentences, steadily and aloud. Pupils' skills are well matched to the difficulty of the text so they achieve well. The home/school reading diary shows that the majority of parents help and encourage their children to read at home. This helps their children make a good start to developing their reading skills, and the praise and encouragement they receive successfully build up their confidence.
75. By Year 6, pupils' skills in reading are well developed. The majority have very good attitudes to reading because they are motivated by the good quality texts that are presented in lessons. Pupils say they distinguish between different styles of writing and, because they are taught well, they feel they recognise well-written work. Pupils apply some techniques, such as writing stories from the different points of view held by the characters, as used by well-known authors such as Michael Morpurgo, in their work. Pupils with special educational needs achieve well but have difficulty in characterisation when writing, and making inferences about characters' motives when reading. Most pupils regularly borrow books from their class library to read and some use the public libraries. However, they seldom use the main non-fiction library and rely on books on loan from the library service and those they have brought in from home to research their topics. Most show very good comprehension of what they read. They know how to find specific information in their books and by using the Internet. They are less keen on reading poetry. They have acquired preferences for particular authors and types of books such as Harry Potter books by J K Rowling. Pupils read aloud with good intonation and expression. They can analyse characters and reason preferences for particular characters. They predict the end of a story they are reading with reason. They demonstrate good dictionary skills.
76. Pupils have good opportunities for writing in Year 1, and are beginning to write clearly, for example, of their experiences of a school trip to Bognor Regis and Littlehampton. Year 2 pupils are becoming familiar with punctuation conventions. More able pupils regularly use capitals and lower case. They use question marks and exclamation marks less effectively, though they show intermittent use of these. They create speech bubbles as a prelude to using speech marks and are beginning to use speech marks as a regular part of their writing. The majority of pupils use adjectives well in writing descriptions and in their imaginative writing. The story writing of the most able is imaginative and lively. For example, one pupil describing a storm wrote, 'It was a dark and stormy night. The waves were exploding when they hit each other. Water flew over the roof. Fish were trying to get away but fierce sucking whirlpools sucked them back'. In their handwriting, most pupils are developing a neat cursive style with correct letter formation and spacing. Spelling of simple words is usually correct and pupils make a

good attempt at spelling phonetically more difficult words that do not follow regular conventions.

77. By Year 6, pupils' writing is well formed but not consistently neat or showing good attention to letter size and joins. They write for a range of purposes but spelling shows that irregular words are often not spelt correctly. They write letters, write persuasively, imaginatively and recount and create poems of varying style. Use of literacy across the curriculum is good and not constrained by the use of worksheets which do not consistently provide sufficient opportunities for pupils to write at length to develop their skills and style. Pupils' skills are developed well through subjects such as history and religious education. Most pupils use the full range of punctuation, including paragraphing, to structure their writing. For example, pupils write to explain the similarities and differences in descriptions of characters from different texts. Although there is a very wide range of attainment, all pupils achieve well. The more able write expressively, successfully developing a narrative style. For example, a pupil writes about an amazing discovery, 'There on the boulder was a beautiful gold brooch glinting at me. I bent down to pick up this beautiful artefact and I figured that it was very old'. The lower attaining pupils structure their work with help but do not use as good a range of expressive and well-thought-out vocabulary.
78. Pupils' speaking and listening skills are above average by the end of Years 2 and 6. When discussing their books, pupils speak with reasoned thought and good sentence structure. They think of reasons to balance an argument, for example when they discuss the case for and against zoos. 'Talk time' is used well for pupils to speak at length about their interests and hobbies while others develop their skills in note-taking so they remember the content of the talks. There are frequent opportunities for pupils to discuss their work in other lessons. This contributes well to their personal development and their speaking and listening skills. During 'circle times', pupils listen to, and respect the views of, others as they speak. However, opportunities to extend pupils' communication and self-expression through drama and role-play are under-represented in the curriculum.
79. The quality of teaching in literacy overall is good, with some that is very good and excellent. The National Literacy Strategy has been implemented well. The basic skills of reading and writing are taught well. Strengths in teaching include the very good choice of texts for shared reading and writing, good use of technical language and well-planned work matched to the needs of the lower, average and higher attaining pupils. Teachers make good use of technical language such as 'connectives'. Time is used well for pupils to discuss their work and learn from each other. When teaching is satisfactory, lessons are over directed leaving too little time for pupils to get fully involved in their work. There is good tracking of pupils' progress and marking that helps pupils improve their work. Further target setting for individual pupils is recognised as a future target to help them progress further. Homework is of good quality and helps pupils to extend their learning at home. However, for Year 6 pupils, there is less homework than is usually expected for pupils of this age.
80. The subject leader has very good subject knowledge. She leads the subject very effectively and has a good action plan for further development. She sets a good example by her own teaching and helps other teachers successfully. The assessment of pupils' achievements is used very well to set group targets to meet the needs of all the pupils. Resources are good and with a good choice of group readers. Satisfactory use is made of information and communication technology for pupils to draft and research their work. Class library books are sufficient in quantity and of good quality. The central non-fiction library has sufficient books and has recently been re-sited. At

present, it is underused and library skills are not taught.

## **MATHEMATICS**

81. Pupils achieve well and standards are above average by Years 2 and 6. The 2002 national test results for pupils in Year 6 show that the performance of all pupils was above the national average and the proportion of pupils reaching the higher than expected level was well above the national average. In comparison with the standards of pupils in similar schools, standards were average. The performance of the current Year 6 pupils is above the national average. The attainments of this group of pupils are not as high as those pupils taking the tests in 2002 because there are more pupils with special educational needs in this year group. The school has set realistic targets for improvement.
82. By Year 2, pupils are alert to number. The rapid mental arithmetic at the start of each lesson excites their interest and there is considerable competition to be chosen to answer questions. Pupils are able to handle multiples of 2, 3, 5 and 10 confidently, know addition and subtraction facts to 20 and use them to solve simple problems in number counting forwards and backwards. They calculate simple transactions using coinage, know terms like 'less' and 'more', 'odd' and 'even', and apply them to tasks. They are beginning to recognise patterns in numbers and are able to find the next number in a sequence.
83. By Year 6, pupils use mathematical vocabulary as a matter of course and are able to translate written problems into calculations. Their numeracy skills are good and they have a wide range of mental strategies for calculating number, enhanced by the daily practice in mental calculation and the revision and application of number facts and patterns. They extend their experience in using the four operations of number and become increasingly confident about place value, factors and multiples. The majority of older pupils are secure in their knowledge of number bonds and can use them effectively. They understand ratio and proportion. Their ability to measure length and to calculate areas and volumes is good and they are able to attempt complex tasks involving symmetry. Pupils with special educational needs are secure with basic skills but have difficulty in applying their knowledge when solving problems. Presentation of work is good and improves through the key stage. Figures are carefully formed and calculations set out logically.
84. The quality of teaching is good. Teachers make the lessons interesting and challenging. The structure follows the advice of the National Numeracy Strategy and is characterised by the good quality of planning, secure subject knowledge which enables teachers to use different strategies and examples to explain concepts, clear establishment of the intentions of the lesson and a useful review at the end. Teachers make good use of questioning which enables everyone to take part at their own level. Pupils throughout the school are motivated about their work in mathematics and respond well to the pressure and high expectation. Many say that mathematics is their favourite subject. They feel secure and are confident about asking questions when they do not understand. Homework is used well, but is insufficient for the Year 6 pupils. Marking is accurate and often engages the pupil about the next step, particularly in the junior classes. Praise is given where it is deserved and effective intervention and help are provided when the need is identified.
85. The teachers' management of their pupils is very effective with a range of strategies used to keep pupils on task. Pupils are used to working co-operatively in pairs or small groups and their tasks are often structured so that they can make choices about the

methods that they use, or the equipment that they select to help them. Assessment is used well to monitor the progress of pupils. The grouping of pupils within classes is effective and ensures that there is a good match of tasks to the needs of the lower, average and higher attaining pupils. Although group targets are set, individual targets are not set or shared with pupils to help them improve further. Pupils with special educational needs are involved in all aspects of the work through carefully focused tasks that are appropriate to their needs. They receive good support and make good progress. The higher attaining pupils are being challenged and stretched by more complex tasks and by direct teaching.

86. Good use is made of mathematical skills to support and develop other subjects in the curriculum. For example, the use of co-ordinates in geography, time lines in history and data handling in science. The use of information and communication technology to support mathematical learning is developing well.
87. The management of mathematics is very good. The subject leader has been able to monitor the quality of mathematics teaching and provides very effective support. The implementation of the National Numeracy Strategy has had a positive effect on the quality of the subject and pupils are very enthusiastic about their work. Curriculum planning is good and takes account of the needs of pupils at both ends of the range of attainment. There are sufficient resources of good quality.

## **SCIENCE**

88. The pupils achieve well in science and standards are above average by Years 2 and 6. The 2002 teacher assessments for pupils in Year 2 showed attainment in science to be very low in comparison to the national average, but the number reaching the higher than expected level to be similar to the national standard. The work seen during the inspection shows that the attainment of the Year 2 pupils has improved.
89. By Year 2, pupils achieve well. They record the results of their observations and investigations through the use of pictures, charts and their own brief written text. They are beginning to make predictions about expected outcomes, for example when investigating the growth of seeds. They know how humans and mammals change as they grow and what the young animals need. They investigate and pictorially record simple electrical circuits with bulbs, wires and batteries.
90. By Year 6, pupils continue to build on their previous learning and achieve well. They record investigations in a consistent format, designing investigations to ensure that they are fair, making informed predictions about results and then controlling these through the limited introduction of variables. They investigate forces, the specific properties of materials, the nature of solids, liquids and gases and the physical requirements for changes in state. They are familiar with apparatus, scientific terms and the need for accuracy in quantification while conducting their research. Lower attaining pupils and those with special educational needs achieve well with help in their investigational work.
91. Literacy skills are employed and practised well as pupils follow instructions and experience many opportunities to develop their own factual writing skills in their science books. Worksheets are used sparingly throughout the school and pupils of all abilities are encouraged to write accounts of their investigations in their own words. They make suitable use of their numeracy skills, for example by making accurate measurements to record quantities and constructing graphs to display numerical data.
92. Pupils listen particularly well to their teachers and to the contributions of others. They

demonstrate very good recall of scientific vocabulary and previous learning and can relate this to topics under discussion. Pupils enjoy their science lessons, work eagerly and enthusiastically at the practical activities and show high levels of concentration. Their attitudes towards science are very good and they behave very well and work well together when carrying out their investigations. As a result, their investigative skills are developing well and have improved in the last two years. Pupils with special educational needs are well supported in the classroom. This enables them to make good progress in science.

93. The quality of teaching in science is good. The strengths of the teaching are grounded in very good pupil management, secure subject knowledge, good relationships with pupils, good planning of the science curriculum, high expectations and the precise use of appropriate vocabulary in lessons. Very effective use is made of questioning by teachers to extend pupils' thinking. A considerable strength of the science teaching is the ability to allow the pupils to find things out for themselves. Cross-curricular links are made where appropriate and the quality of the drawings made owes much to pupils' skills in art and design.
94. The science curriculum is well planned to a consistent format that delivers the requirements of the National Curriculum and has recently improved. Tasks are planned so that pupils of all abilities are challenged and enabled to succeed. They are provided with opportunities to make choices and decisions. Assessment of pupils' progress is good. The pupils' work is of a good standard throughout the school and is marked carefully, although there are variations in the amount of advice given to pupils through teachers' marking as to how they could improve their work.
95. The subject is well managed. Resources to support science are good. They are well chosen, of good quality, are stored effectively and are readily available. Teachers have started to use information and communication technology successfully to support learning in science, for example in the use of computer-linked microscopes. However, there is scope for further development.

## **ART AND DESIGN**

96. Pupils achieve very well to attain standards that are well above average by Years 2 and 6. Few lessons were observed but pupils' past work indicates that they learn well across the school. There has been good improvement in the quality of the teaching and the curriculum within the last two years.
97. By Year 2, pupils investigate appropriately a variety of materials to paint and draw pictures. Pupils work skilfully in three-dimensions, building on their skills of working with reclaimed materials and clay. They work carefully with charcoal, shading to depict night-time scenes to produce work of an above average standard. The older pupils develop observational skills that are well above those normally expected as they work in pencil and pastels to draw fish and shells. Drawings are very well proportioned and detailed to show the natural patterns and forms.
98. By Year 6, pupils learn skills of working with materials and tools systematically so that they express their ideas and feelings well and build on their previous learning. The youngest pupils, as they become older, learn appropriately about different styles and techniques of famous artists such as William Morris and Andy Goldsworthy. The pupils' work in Years 3 and 4 is outstanding. For example, pupils' successfully develop their sketches of natural materials such as feathers and shells. Working in small groups, they design and create their outdoor sculpture garden. Their finished sculptures are of

high quality and reflect their names such as 'sea chest' and 'fire'. Pupils are particularly proud of their work using information and communication technology. Inspired by the work of Monet, pupils applied brush effects to reflect the artist's technique. This was coupled with copying and pasting some sections of reproductions of famous paintings which were layered into pupils' work. Results are startling; the finished product is of high quality impressionist work, consistent with work produced by much older pupils at a standard expected in secondary school. Work of such high calibre reflects both skilled teaching and learning and pride taken in the finished products. By Year 6, pupils' landscape paintings, and drawing and making of Ancient Greek pots are careful and detailed. Knowledge of other artists makes a good contribution to pupils' spiritual, social and cultural development.

99. In the two lessons observed, the quality of teaching was very good. The lessons were very well planned to build pupils' knowledge and skills. Pupils are introduced thoroughly to new skills and knowledge through purposefully structured activities. Because the lessons are made interesting and challenging, pupils concentrate well, applying themselves with enthusiasm. This was particularly evident in the Years 3/4 class where the teacher has very good subject knowledge. Pupils take great pride in their work, recreating and improving their designs if they are not satisfied with their first attempt. They work very well collaboratively, learning ideas from one another and making improvements as they work. Pupils understand and apply a variety of techniques used by some of the famous artists. Pupils with special educational needs are supported well in lessons and make good progress towards their learning targets. Teachers manage all the pupils very well. The curriculum is planned very well to link effectively to other subjects such as information and communication technology and history.
100. The subject is very well led and managed. The subject leader helps and advises other teachers. Teachers have good guidance to plan out the overall coverage of the curriculum. This is enriched by visits to galleries such as the Tate Gallery in London. Pupils have sketchbooks which provide a useful record of skills development such as helping pupils to design and evaluate their work. The quality and quantity of resources are good overall and easily accessible. Larger prints of artists' work are limited. There are plans to further develop a system for the assessment of pupils' skills.

## **DESIGN AND TECHNOLOGY**

101. The pupils achieve satisfactorily by Years 2 and 6 to attain the nationally expected standards. There has been good improvement in the quality of the curriculum within the last two years. Only one lesson was observed but pupils' past work indicates that learning is satisfactory in Years 1 to 6. The subject is well led and managed.
102. By Year 2, pupils have experienced a worthwhile range of activities and materials that enable them to design, make and evaluate a variety of objects. For example, they investigate lighthouses, combining their ideas to produce a winding mechanism so that a basket can be brought to the top of a lighthouse. They learn successfully how to join materials by sticking and stitching as they make animal glove puppets from felt, wool and paper. Their final products are of a satisfactory quality, with care taken by pupils to present their work well and evaluate their learning in order to further their understanding of the processes and skills involved in working with textiles.
103. By Year 6, pupils build on their previous learning. In Years 3 and 4, pupils apply their skills further as they design and make paper patterns for a money container such as a purse. Pupils consider accuracy in size, interior layout, joining techniques and suitability of materials for the finished product. They evaluate well as they work, refining their

designs through increasingly accurate measurements. By Year 6, pupils work well on their project to design and make a fairground ride. Pupils use information and communication technology well to research types of rides. They design and label their component parts satisfactorily before modelling, ensuring that a rotating part turns on a spindle or an axle supported by a strong framework. Most construct their models to a satisfactory standard to support a rotating mechanism. Pupils say they enjoy the practical nature of the subject.

104. Lessons are planned to make pupils aware of the connection between the skills of designing, making and evaluating. The pupils with special educational needs have additional help from their teachers and the teaching assistants to successfully complete their tasks and achieve as well as other pupils. Work is planned to include practice in other subjects of the curriculum, such as information and communication technology for design, or mathematics and English as pupils use measuring, reading and writing skills.
105. The subject is well led and managed. It is planned well for pupils to progressively develop the knowledge, skills and understanding appropriate at their age. However, a system for assessing the levels of attainment at which pupils are working is identified for improvement. The quality and quantity of resources are good and easily accessible. The subject leader monitors effectively the teachers' planning and pupils' work.

## **GEOGRAPHY**

106. During the inspection, only one geography lesson was taught. It is evident from the scrutiny of pupils' work and discussions with pupils that the standards achieved in geography are comparable to the national expectation by Years 2 and 6. There is some work of very high quality in Years 3 and 4. There is good improvement in the curriculum since the school expanded in 2001.
107. Pupils in Years 1 and 2 are studying a topic based on their visit to Littlehampton and Bognor Regis. They know an impressive amount of information about the seaside and coastal features. In their work on settlements, pupils in Year 2 were able to explain what a map and plan were. They have studied their own village of Plaistow and compared similarities and differences with Struay, a small Scottish island community. They were able to describe in simple terms the differences in size, climate and communication. They know what an atlas is, but some were not sure how it might be used.
108. Pupils in Years 3 to 6 make good use of maps in a wide range of scales, and use atlases and world maps to locate places. They have studied and contrasted landscape features in Sussex and elsewhere. They make good use of secondary sources of information. For example, in the Years 3/4 class, pupils used information packs intelligently to derive information about homes and school in an African village. They understand the use of representative symbols and have a satisfactory grasp of the key facts and concepts in geography. Years 5 and 6 have studied a substantial unit of work on settlements and are currently studying coastal features. Work is presented completely and carefully. Throughout the school, there are good links made to other subjects, particularly history, mathematics and information and communication technology.
109. In the only lesson seen, the overall quality of teaching was very good. The teacher shared the lesson objectives with the pupils, encouraging interest, concentration and involvement in completing the tasks and investigations. A very good feature was the recall of facts by the pupils during the introduction and an outstanding plenary session. The very good relationships established by the teacher help to sustain a positive

working attitude by the pupils. Their ability to work co-operatively in groups is impressive. Pupils with special educational needs make satisfactory progress as a result of the teacher's knowledge of their abilities. Higher attaining pupils receive encouragement and high expectations of completing tasks both quickly and with greater depth. Information and communication technology is used well. The pupils use the Internet well to broaden their understanding of other countries.

110. Leadership of the subject is satisfactory. The national guidance for geography provides useful support for teachers, and the resources for the subject, including maps, atlases and globes, are satisfactory. The use of assessment in geography is largely informal and not well developed. Very good use is made of the immediate locality and locations further afield for first-hand information.

## **HISTORY**

111. By Years 2 and 6, pupils achieve satisfactorily to attain the nationally expected standards. Pupils with special educational needs achieve as well as most other pupils. Similarly, the most able pupils also achieve well.
112. By Year 2, pupils have a clear understanding of the passage of time. They study the similarities between seaside holidays now and in the past. Photographs are used well as a resource by the teacher, consequently, pupils identify changes over time in clothing, transport and entertainment. They know about the lives of some significant people such as Florence Nightingale and how they have influenced others.
113. By Year 6, pupils know and understand the life and culture of previous ages. For example, pupils in Years 3 and 4 study Victorian England. Their work is enhanced through effectively linking subjects such as history and art and design. For example, pupils study the designs of William Morris and paint, print and embroider work based on his designs. The pupils have visited Preston Manor in Brighton and have taken part in a Victorian day at the manor and subsequently at school which has helped to bring the subject alive for them. The pupils remember it well and speak of it with enthusiasm. Pupils in Years 5 and 6 study the Ancient Greeks. They are developing a satisfactory awareness of the way of life of that particular period in history. For instance, pupils use information and communication technology as well as books to research and compare the ancient and modern Olympic Games. Pupils' writing from their research and visits contributes positively to pupils' development in literacy.
114. The quality of teaching is good. Teachers use methods and resources well to make the lessons interesting and develop pupils' enquiry skills. Throughout the school, pupils' learning is satisfactory. Their skills, knowledge and understanding are systematically developed throughout the school as they study their history topics. Pupils are developing a clear sense of time and change and they have an understanding of how they can find out about historical events. They are very interested and enthusiastic about the subject, which is evident from the questions they ask and their writing. Work is planned satisfactorily to match the attainment of all pupils, including those with special educational needs. As a result, all groups of pupils achieve satisfactorily. Teachers plan work well to link with other subjects such as geography, information and communication technology and English.
115. There is satisfactory leadership and management of the subject. There has been satisfactory improvement within the last two years. The requirements of the National Curriculum are fulfilled but the policy and system for assessing pupils' attainment and progress are outlined for further development. Learning resources are satisfactory.

Resources for pupils are sufficient and supplemented well by books on loan from the library and resources that pupils bring into school. However, there is a need for more resources for teaching the different periods of history. Good use is made of library loans and resources pupils bring into school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. Pupils achieve satisfactorily to attain the national expectations by Year 2 and achieve well to attain above the national expectations by Year 6. With the commissioning of the new suite for information and communication technology, the provision of equipment and improved facilities, teachers are using information and communication technology well across the curriculum but there is further scope for improvement.
117. By Year 2, pupils achieve well and the majority reach the expected standard. Pupils know and successfully use the vocabulary associated with computers such as 'mouse', 'keyboard', 'icon' and 'cursor'. They access computers independently and save and retrieve work they have created. They write and improve simple texts well. Pupils control and move items on the screen by dragging the mouse, change the style, size and font of text and print their finished results. They clearly understand that computers are used beyond school for a variety of purposes in daily life. For example, the use and applications of a video recorder for security purposes and the keeping of records at a doctor's surgery. They use equipment confidently, such as a cassette player and headphones and use equipment productively, such as the radio and CD player in the classroom.
118. By Year 6, standards are above the national expectation. Where pupils have had regular access to appropriate technology, they do well. Pupils apply their skills well to access their own files on a computer, wordprocess with increasing confidence and independently produce work of a good standard. They have successfully learned to move paragraphs of text, insert diagrams or charts, process data and use spreadsheets. They use CD-Roms productively to find out information about the topics they are studying. They have had some experience of remote operations of simple programmable floor robots and can give explanations of activities they have done using remote technology. Access to e-mail is relatively new and standards in these areas are at an early stage of development. In Years 5 and 6, most pupils use the Internet effectively to research their topics, such as Ancient Greece, to find out, for example, about the Olympic Games. In their design and technology lessons, pupils successfully research examples of fairground rides, using information and communication technology to develop their design ideas.
119. In addition to the lessons, teachers' planning and pupils' work were scrutinised and discussions were held with pupils about their work. The quality of teaching is good across the school and there are individual examples of very good teaching. Where teaching is good, teachers have good technical knowledge, the lessons are well organised and maximum use is made of available equipment. The teachers are clear about what they want pupils to learn and explain it to them very well. Pupils understand exactly what it is they are supposed to learn and are aware of their own progress. Frequent checks are made for understanding and any errors or misconceptions are swiftly addressed. Lessons move at a swift pace and have good impact on pupils' progress.
120. Across the school, pupils, including those with special educational needs, achieve well in developing their knowledge, skills and understanding. They increase their confidence and progressively produce results of greater quality. Pupils enjoy and look forward to

their lessons. They are very well behaved when using computers and know that they have to be very careful with equipment. They listen to instructions well, co-operate with their teachers and are willing and able to help each other.

121. The teachers have worked very hard to increase their own levels of competence, undertaking personal study and attending training courses. This has resulted in teachers having greater confidence to incorporate information and communication technology into lessons and routines. Teachers use assessment well to plan and record pupils' progress. The use of information and communication technology to enrich work in other subjects is developing well.
122. The school has achieved a very significant improvement in the provision for information and communication technology since the school has expanded. The ratio of computers to pupils is very good and better than the national average. Management of the subject is very good. The subject leader has conducted a comprehensive audit of teachers' personal skills and the substantial training programme that followed has dramatically increased teaching confidence and competence. There is a good system for assessing pupils' knowledge, understanding and skills. The computers are modern. Those in the computer suite are part of a network and are capable of linkage for e-mail and the Internet. The school has made arrangements to ensure pupils will be protected from inappropriate e-mail or Internet material, and the policy is endorsed by all of the parents. The sharing of the cost of employing professional technician support with the local consortium of schools provides good value for money, ensuring that the increasing number of computers, printers and other hardware are maintained in good working order. The range of software is good and is expanding.

## **MUSIC**

123. Pupils' achieve well to attain standards that are above the national expectations by the end of Years 2 and 6. There have been good improvements in the leadership, management and teaching of music within the last two years. Music is a curriculum strength.
124. By the end of Year 2, pupils recognise the difference between high and low sounds. They prepare simple graphic scores for a journey to the seaside. They compose and perform well in small groups, reflecting aspects of a seaside journey using percussion instruments. They sing a range of songs tunefully and in time.
125. By the end of Year 6, pupils know the difference between melody and accompaniment. They sing in tune and in harmony and keep together with a good sense of timing. The quality of the pupils' singing is good. Pupils have studied a wide range of music and know the work of some famous composers such as Vivaldi. Large numbers of pupils in Years 5 and 6 play instruments, including the recorder and violin. These pupils make good progress in understanding musical notation and in performing. Pupils who play instruments come together on a monthly basis and play in an ensemble. This is also the case for pupils who belong to the school choir. Pupils perform well and at an above average level for their age. Pupils with special educational needs achieve well and the majority attain the national expectations because of the effective help given to them by the music teacher.
126. Most pupils behave very well and enjoy performing and composing. However, a very small minority of the oldest pupils tend to be easily distracted and do not always join in when asked to do so. The majority take part enthusiastically in the activities and particularly enjoy action songs that involve clapping and other body movements. Pupils

enjoy working towards their school end-of-term performance as they practise songs such as 'Ararat Boogie'.

127. The specialist music teacher has very good subject knowledge and, as a result, the quality of teaching undertaken is good overall. The teaching is characterised by very good relationships with the pupils, enthusiasm and the creation of a very good atmosphere to lessons. These enable the teacher to accompany singing with a very good quality of accompaniment. This gives the pupils confidence to take part and have a go. Pupils are reminded of the correct way to play instruments, as when taught to play percussion instruments to best advantage. Lessons are made interesting by a good choice of activities that keep the pupils involved, and activities such as clapping to accompany the music.
128. The enthusiastic subject leader has very good skills and knowledge and organises a vibrant and interesting curriculum that the pupils enjoy. This is particularly well done as she teaches part time for one day only but willingly gives her time to develop extra-curricular activities and school performances. Pupils' knowledge, skills and understanding are assessed frequently. A good system of assessment has been developed. This is documented well in the pupils' records and the useful portfolios kept of their work. Resources for the subject are very good. Tape recordings and information and communication technology are used well to help pupils in their performance and composition.

## **PHYSICAL EDUCATION**

129. Pupils throughout the school attain standards that are above those expected for their ages. There is good improvement in the subject within the last two years. From an early age, pupils are taught to work safely and co-operatively. They are aware of space and use it well in lessons. In Years 1 and 2, pupils know the importance of warming up and cooling down after exercise. They take part in the activities enthusiastically and make good progress. They are able to perform short sequences of skills, move in different directions and vary their speed. They observe the way that their partners and other members of the class perform and can suggest ways in which improvements might be made. This helps them to improve their own performance.
130. In Years 3 to 6, good progress continues and their skills become more fluent. In games lessons, they develop the skills of ball control. They are able to work well with others in pairs or larger groups and understand the need to use team members when passing a ball or moving to gain an advantage. The older pupils reflect on their performance and comment critically. They are enthusiastic and sustain a satisfactory work rate throughout lessons.
131. Teaching is good. The main strength of the teaching is a good knowledge and understanding of the subject that enable the teachers to plan effective lessons, coupled with a genuine enthusiasm to take part and extend the skills of their pupils. They have high expectations of behaviour and performance, manage pupils very well and match activities to their pupils' needs. Teachers explain clearly what they want pupils to do, help them to reflect on what they have learned and discuss what they can do to improve their performance. Teachers use time well and have a particularly good awareness of safety issues. The pupils change quickly in their classrooms, move to and from the hall or playground in an orderly fashion and are quickly ready to work.
132. Pupils learn well and make good progress because of the consistently good teaching. Their attitude to all aspects of the subject is good. They work well in lessons and try

hard to improve their skills and level of performance. Their behaviour is very good. Boys and girls perform equally well and this subject makes a very strong contribution to the school's aim for inclusion and equal opportunity for all. A particular strength is that pupils of all abilities, including those with special educational needs, participate fully. Pupils with special educational needs make good progress and derive a real sense of pleasure and achievement. There is a very wide range of extra-curricular activities on offer to pupils that include specialist coaching for football and cricket, athletics, netball and stoolball. There is an enrichment programme for able pupils in dance. Teams take part in competitions with other local schools.

133. The range of opportunities in physical education is good and the programme ensures continuity and a good system to record pupils' progression of physical skills. The school provides the full range of activities required for the National Curriculum including a rolling programme of swimming at the new Horsham pool. The subject is very well led and managed. The subject leader has a good knowledge of physical education. She has recently observed each teacher teaching a games lesson and provided feedback. The range and quality of resources and facilities for gymnastics, dance, swimming and small games are good, although the school is still waiting for the acquisition of land in order to create a grassed playing field.

## **RELIGIOUS EDUCATION**

134. By Years 2 and 6, pupils achieve satisfactorily and attain the standards expected in the locally agreed syllabus for religious education. There has been good improvement in the quality of the curriculum within the last two years.
135. By Year 2, pupils know some similarities and differences between Christian and Jewish traditions. Pupils in Year 1 study the Jewish faith and know and understand the meaning and traditions of 'The Passover'. By Year 2, pupils appreciate some traditions of Christianity and appreciate that there are other faiths with similar traditions. For example, pupils have visited the local church and understand that the church is a special place and respect is given to those of different faiths to their own. The pupils reflect on the sounds they would hear in a church such as music and bells and say it 'makes them feel happy and peaceful'.
136. By Years 3 and 4, pupils have a growing awareness of other major world faiths such as Hinduism. In a very good lesson, the pupils described accurately how a shrine is cared for in a Hindu home and showed they understand the worship of the different deities. Pupils reflect on their personal experiences which they use well to understand similarities and differences between Christian and Hindu worship. By Year 6, pupils consider the Christian way of life further and understand how religion determines the way people treat each other. Pupils are developing profitably their own personal response to Christianity. During a discussion, pupils considered their views carefully. All knew some differences and similarities between the major world faiths. Although they agreed with some principles, they did not agree with others. However, they respect different points of view and feel the world is a better place because of religion which provides rules to live by. The majority of pupils are very interested in finding out about the major religions. This includes pupils with special educational needs who take full part in discussions and are helped by the teachers and teaching assistants to complete written tasks. Pupils' thoughts upon the most important needs for the world such as peace, happiness and friendship reflect their mature and well-formed attitudes.
137. The quality of teaching is good. Pupils' learning is directly related to their personal experiences, making the subject relevant to them. The opportunities teachers give for

pupils to talk help to develop their skills in speaking and listening, whilst accounts of visits help to develop their writing skills. Teachers provide a good example for all pupils by showing how much they value the pupils' personal opinions. Pupils who have special educational needs contribute well and learn at a similar pace to others. Their views are valued and deliberately sought. This is one of the reasons why relationships are open, honest and supportive and the subject makes a positive contribution to pupils' personal, spiritual, moral, social and cultural development.

138. The subject leader provides good leadership, giving advice and help to other teachers. She has guided the implementation of a scheme of work which follows the locally agreed syllabus and has developed the learning resources, ensuring that there is a good range and quality of books and artefacts for teachers and pupils to use. The development of a system for assessing pupils' progress and levels of attainment is outlined to be addressed within the school improvement plan. Information and communication technology is used satisfactorily during lessons and to research topics. The subject leader has monitored work from other classes and has a clear idea of how to develop the subject further. The effective leadership she provides ensures that the subject plays a prominent role in developing the very good relationships within the school. Some useful links have been made to encourage visitors into school to talk about their faiths, such as the local vicar and Hindu members of the community. There are strong links with the local church. Developing links with other faith communities is a target for further development.