

# INSPECTION REPORT

## **STEDHAM PRIMARY SCHOOL**

Midhurst

LEA area: West Sussex

Unique reference number: 125854

Headteacher: Mrs Hazel Morley

Lead inspector: Mrs Sheila Browning

Dates of inspection: 15 – 16 March 2004

Inspection number: 264186

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 10
Gender of pupils:	Mixed
Number on roll:	72
School address:	Stedham Primary School Stedham Midhurst West Sussex
Postcode:	GU29 ONY
Telephone number:	01730 813522
Fax number:	01730 817241
Appropriate authority:	Governing body
Name of chair of governors:	Mr Eddie Lintott
Date of previous inspection:	20 October 1998

## CHARACTERISTICS OF THE SCHOOL

Stedham Primary School, with 48 boys and 24 girls aged four to ten, is much smaller than most primary schools nationally. Most of the pupils come from the village where the school is situated and the surrounding area. On entry, the pupils' attainment is average. The percentage of pupils having special learning needs, at 14.9 per cent, is broadly in line with the national average. Most of these pupils have moderate, social, emotional or behavioural learning difficulties. There are no pupils with statements of special educational need. Very few pupils are eligible for free school meals. There are no pupils drawn from minority ethnic backgrounds and none with English as an additional language. Pupils come from homes that are socio-economically diverse, but broadly average overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of the school is good.** Under the very good leadership of the headteacher, this school is improving rapidly. Standards are above average by Years 2 and 5. Achievement is good overall. The school provides a good education for all its pupils and it gives good value for money because the quality of teaching and learning is good. The overall quality of leadership and management is good.

The school's main strengths and weaknesses are:

- Pupils achieve well and reached above average standards in reading and mathematics and well above average standards in writing at age seven in national tests in 2003.
- The headteacher's very good leadership and the good support of all staff and the governors are moving the school forward and it is on track to improve further.
- The school has significantly improved the provision for information and communication technology (ICT) but more needs to be done to raise standards throughout the school.
- The school's commitment to pupils' spiritual, moral, social, cultural and personal development is reflected well in pupils' very good attitudes, behaviour and keenness to take up extra opportunities offered.
- Assessment is not consistently applied in all of the foundation subjects.
- Though accommodation is good overall, the attractive and well used library is small.

Improvement in the last five terms has been good; up until then progress had been slow due to difficult circumstances. The key issues in the last report have been addressed well. The most significant improvements have been in curriculum planning, the quality of learning resources and improvements to the environment. Central to all of these developments is that the school now has clear and decisive leadership.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			Similar schools
	2001	2002	2003	2003
Reading	B	A	B	C
Writing	B	A	A	A
Mathematics	A	A	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Pupils of all abilities achieve well.** Reception children are securely on course to reach the Early Learning Goals in all six areas of learning. The table shows that compared to all schools nationally, standards in all three areas have been at least above average for the last three years. Compared to similar schools, standards in reading and mathematics were not as high in 2003 as in previous years. Results of teacher assessments in science were in the top five per cent nationally. Comparisons with other schools must be treated with great caution because small numbers of pupils can lead to wide year-on-year fluctuations in the results. Current standards and achievement in speaking, listening, reading, writing, mathematics, science and art and design are good and are above expected levels. Standards and achievement in information and communication technology are good in Years 1 to 3 and satisfactory in Years 4 and 5. Standards and achievement in religious education are in line with those for the locally agreed syllabus. Sampling in other subjects indicates that standards meet national expectations and pupils' achievement is at least satisfactory. Higher attaining pupils and those with special educational needs achieve well.

**Provision for pupils' personal qualities, including their spiritual, moral, social and cultural development is very good.** Pupils have very good attitudes to their work and they behave very well. A strong feature is that pupils are very well integrated across the year groups. Relationships with adults are good. Attendance is good. However, a few parents take family holidays during term time; the school is working hard to change this practice.

## **QUALITY OF EDUCATION PROVIDED**

**The school provides a good quality education for all its pupils. Teaching and learning are good overall.** Pupils are challenged to achieve their best and they are supported well. Strong features of teaching include: planning that ensures that all pupils are well catered for, the use of resources, the insistence on high standards of behaviour, and pupils being encouraged through well-focused questions to think and find out answers for themselves. Staff know their pupils well. Although they keep a careful check on pupils' learning, assessment practices have scope for further improvement.

The curriculum is carefully planned and links between subjects are good. As a result, pupils enjoy a range of interesting lessons. The increased use of, and access to, ICT is greatly enhancing learning across most subjects. Provision for art and design and history is strong. Pupils have increasing opportunities for extra-curricular provision and a wide range of educational visits and visitors further enhance their learning opportunities.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** Under the headteacher's very good, energetic and determined leadership, the school is totally focused on raising standards and improving the provision for all pupils. Staff are enthused and their team spirit is very good. Management is good. Although the workload and responsibilities are delegated, the headteacher continues to lead in many different areas. Teaching and learning are evaluated effectively. Though pupils' progress is well known to teachers and is recorded, their individual progress is not yet tracked coherently in all foundation subjects. Governors, some of whom are newly appointed, undertake their role seriously. They are increasingly well informed and understand how well the school is doing and what it needs to do to improve further. Governors are now at a stage where they can usefully act as a critical friend to the school and ask challenging questions in order to support further progress.

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

Parents have very positive views of the school and the school continues to enjoy a very good partnership with parents. The concerns expressed by a very small number of parents about approaching the school with a complaint or problem, and whether their views are taken into account, are not substantiated by the inspection evidence. Pupils generally have very positive views about the school.

## **IMPROVEMENTS NEEDED**

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

- Ensure that assessment practices are consistent in all of the foundation subjects.
- Build on the good practices recently established to improve the provision for information and communication technology (ICT) and raise standards.
- Review the size of the library.

and to meet statutory requirements:

- Make sure that a minor omission in the prospectus is rectified.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects and courses**

Standards are above average and achievement is good overall.

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

- Current standards reflect the above average results in national tests in 2003.
- Standards in English, mathematics, science and art and design are above average.
- Older pupils in Years 4 and 5 have gaps in their knowledge, understanding and experience of ICT, reflecting previous inadequate provision.

#### **Commentary**

1. Attainment on entry to the school is currently broadly average but varies year-on-year; it is sometimes above or below average. At the time of the last inspection, standards on entry were judged to be above average. The small size of year-groups means that the attainment levels of a few pupils have a significant effect on the overall profile. Children in the Foundation Stage achieve well overall and, by the end of reception, they are securely on course to achieve the Early Learning Goals in all six areas of learning. Personal social and emotional development and aspects of physical development are good. The children achieve well in these aspects. This judgement is different to the judgement made in the last inspection, since then the Early Years curriculum has been revised and extended to meet the needs of a wider age range.
2. Only eight pupils took the national tests for seven-year-olds in 2003. The very small cohort and the high proportion of pupils with special educational needs within it make comparisons with similar schools unhelpful. Test results were above the national average in reading and mathematics and were well above average for writing. Teacher assessments for science were very high and were in the top five per cent nationally. The overall trend of improvement in test results over the last five years is broadly in line with the national trend.
3. The school set realistic targets for raising achievement in 2003. The majority of pupils achieved at least what was expected of them and several exceeded their predicted targets in reading, writing, mathematics and science, and they made appropriate progress. There were differences between the results attained by boys and girls, with girls doing less well at the end of Year 2, a reversal of the national picture. Despite this, the girls reached their predicted levels of attainment, and a few exceeded expectations in mathematics.
4. Standards seen in lessons and in sampling of pupils' work, in Years 2 and 5, indicate that standards of current pupils are above expected levels in English, mathematics, science and art and design. Standards in information and communication technology (ICT) in Years 1 to 3 are above expectations whereas in Years 4 and 5 they are in line with expectations. This difference reflects the gaps in the previous knowledge, understanding and experience of the older pupils because of difficulties in the past when provision was poor and hardware was old and unreliable. Standards in religious education are in line with the expectations of the locally agreed syllabus in Years 2 and 5. Sampling of other subjects indicates that pupils' standards are at least in line with expectations. Broadly similar judgements were made at the last inspection.
5. Achievement is currently good overall, because pupils do at least as well as pupils in other similar schools, and they attain well above the average standards in mathematics in similar schools. Boys and girls achieve similar rates of progress. Pupils achieve well in English, mathematics, science, art and design throughout the school, in ICT in Years 1 to 3 and in

religious education in Years 4 and 5. In other subjects, achievement is at least satisfactory. The achievement of pupils with special educational needs is good due to the well-focused support they receive. The teacher in the Reception/Year 1 class identifies quickly any difficulties or concerns, so that early intervention ensures good use of teaching support. Gifted and talented and higher-attaining pupils achieve well because learning opportunities are carefully planned to extend and challenge them.

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

Pupils' attitudes and behaviour are very good. Their personal development, including their spiritual, moral, social and cultural development is very good. Attendance and punctuality are good.

### **Main strengths and weaknesses**

- Pupils' attitudes and behaviour in class and around the school are very good.
- The school environment, teaching styles, resources and visual wall displays contribute to a highly stimulating learning environment.
- The school promotes extensive opportunities for personal development, including spiritual, moral, social and cultural development.
- Attendance and punctuality are promoted and enforced well by school.

### **Commentary**

6. Overall, the pupils' attitudes and behaviour are very good. They arrive punctually and registration is polite and respectful. In class, they work well and purposefully. Occasionally, some may get distracted but respond positively to appropriate teacher intervention. They are eager to learn. At playtimes most play well with each other using the varied play equipment provided or talk in small friendship groups. One typical example of this was 'Shall I be helpful and put your coat on?' – a Year 1 child helping a Reception child when going out to play. No bullying was observed.
7. Pupils' personal development is very good. They show good social development by taking responsibility in the school. The school council provides an excellent forum for pupils to express their views. All years are represented on the school council and pupils put forward ideas for key issues such as health and safety. In class, they have been involved in ideas for school and class rules and take on monitoring duties. The older pupils work independently in the library and on computers. The school drama production gave each a role and created a whole school identity. Pupils have developed their self-esteem and confidence in many ways such as in 'circle time' and drama.
8. The school environment promotes both the desire to learn and personal development. More proactive teaching styles and more use of topic approaches have improved the long sessions previously reported. The increasing use of interactive whiteboards makes learning more immediate and stimulating. The excellent wall displays in classrooms demonstrate pride in the achievements of all who work and learn there. They are often interactive and encourage the pupils to use their imagination.
9. Attendance at the school is good. The attendance figures for 2002-2003 were well above the national average and unauthorised well below. Current figures show that attendance is on a par with this so far this year. However, the authorised absence figures do include a few families taking holidays during term time, although this is not encouraged. Punctuality in school is good.

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

Authorised absence	
School data	4.5%
National data	5.4%

Unauthorised absence	
School data	0.0%
National data	0.4%

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

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
Information not obtained

**Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
61	1	1
11	0	0

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

10. Overall the provision for pupils' spiritual, moral, social and cultural development is very good. The school offers a good range of opportunities to enhance personal development, such as personal, social and health education (PSHE), assemblies, 'circle time', drama, external visits and trips and incoming visitors. Its extensive range of community and school links provides additional opportunities.
11. Pupils are encouraged to develop their spirituality and self-awareness by talking about themselves and others in PSHE and 'circle time'. They talk about emotions and personal qualities and build up self-knowledge. The theme of friendship was explored in this way and was followed by reflection at a friendship assembly. External trips offer enhanced experiences outside of their normal environment and tap into their imagination and sense of wonder at the world. An example of this was the candle ceremony at the Hindu temple. The school is very focused on raising pupils' awareness of racism and promotes the value of each individual regardless of religion, race and gender.
12. Pupils' moral development is very good. The pupils are aware of what is acceptable behaviour and demonstrate this in the way they work and play with each other. Teachers and other adults at school reinforce good behaviour with praise and certificates. The school strongly promotes the behaviour policy with parents and they see the positive affects of good behaviour in the school. The one fixed period exclusion resulted in pupil discussions on exclusion and behaviour.
13. As well as the social development so far mentioned in school, it is also promoted in different ways outside. Links with the local community and other schools provide pupils with different social contexts. For instance, the links with the local community help them socialise with adults other than family and introduce them to different community organisations.
14. Pupils' cultural development is very good. Visitors provide opportunities to explore music and the theatre and to hear from people from different backgrounds. Visits to museums, historical places, synagogues and temples give perspective on other cultures as well as their own. The school still continually strives to increase pupils' awareness of the cultural diversity in British Society.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

Overall, the quality of education provided by the school is good. Pupils are well known by their teachers and their individual needs are catered for most effectively. Assessment is satisfactory overall.

## Teaching and learning

Teaching and learning are at least good in all classes. Experienced teachers know the children well and their individual needs. The purposeful and stimulating learning environment motivates pupils; as a result, they are interested and want to learn.

### Main strengths and weaknesses

- Very good planning ensures that the two age groups in classes are supported effectively.
- Pupils are encouraged to share their achievements and teachers engage their interest well.
- Display and resources are used most effectively to motivate and stimulate pupils.
- Support staff provide invaluable support for learning.
- Teachers insist on high standards of behaviour.
- Assessment is not consistently applied in all of the foundation subjects.

### Commentary

#### Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	10	7	0	0	0

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

15. Teaching and learning are good and, as a result, pupils achieve well. No unsatisfactory lessons were seen. In a majority of lessons, teaching was good or very good. In the last inspection teaching was described as mainly good or very good with one unsatisfactory lesson, the quality of teaching has slightly improved.
16. Teaching and learning in the Foundation Stage are good. Child-initiated experiences and direct teaching are well planned and balanced. Children feel secure and happy, and gain in confidence and skills.
17. Throughout the school, the generic strengths are that teachers have secure subject knowledge and employ a range of effective teaching strategies. Teachers are experienced practitioners and work well together. They know the children well and meet their individual needs effectively. Very good planning ensures that the two age groups in classes are effectively supported. As a result of high expectations, pupils achieve equally well. The school's emphasis on independent learning and the development of thinking skills is clearly evident in teaching and learning.
18. Pupils are encouraged to share their achievements and teachers engage their interest well. Pupils are used to working in a purposeful and productive environment. Teaching methods are imaginative and lead to a high level of interest from most pupils. Learning objectives are shared with pupils so that they are clear about the purpose of the lesson. Starter activities are used well to capture pupils' interest and recapitulation consolidates new learning. Specific subject vocabulary is reinforced well. Teaching assistants work closely with class teachers and pupils, and provide direct and invaluable support enabling pupils to focus well on their learning. Relationships between teachers and between pupils are very good. Classroom organisation is good. Homework is used appropriately to consolidate learning. Links between subjects are planned well.
19. The teaching and learning of pupils with special educational needs has improved since the last inspection because individual educational plans are now specific and detailed, thereby indicating what pupils need to focus on and how they can achieve their goals. Teachers use different questioning techniques skilfully to support those with special educational needs and to extend the more able.

20. Pupils are well motivated, eager and productive and they are suitably challenged. They are confident and keen to share their views and opinions. They can readily access resources for themselves and enjoy undertaking research. They take a pride in their work and especially enjoy seeing it on display.
21. Assessment and marking of work is recognised by the school as a priority for further development. Whilst good practices are seen in English, mathematics, science, ICT and in the Foundation Stage, they are not yet fully extended to all of the foundation subjects. Teachers carefully and closely monitor pupils' progress and use informative assessment methods. Some very good practices are seen in Years 2 and 3 but these are not adopted consistently across the school. Teachers currently use their own individual methods to record pupils' progress and assessment practices are not consistently applied in all of the foundation subjects. If pupils are not making the expected progress, there are discussions with the pupil, the parents and the headteacher to identify supportive action. Marking is regular and pupils are aware of the overall quality of what they have done. Nevertheless, comments do not always point out what pupils need to do to improve further the quality of work. Teachers are exploring ways in which pupils can be more involved in the assessment of their own work. Work is well presented, reflecting teachers' high expectations.

## **The curriculum**

The curriculum is good and legal requirements are met. It enables all pupils to achieve well in all subjects and areas of learning and to develop their capabilities. Accommodation, resources and staffing are good overall. The outside area for under fives does not yet reflect all six areas of learning. Enrichment opportunities are good. Although much improved, extra-curricular activities are satisfactory overall.

## **Main strengths and weaknesses**

- The school works creatively to offer a rich and varied curriculum.
- Provision for personal, social and health education is very good.
- The accommodation is good overall, it is tremendously enhanced by excellent displays.
- The attractive and well-used library is small.
- The newly created outdoor area for the Foundation Stage does not yet provide opportunities for experiences in all six areas of learning for the under-fives.

## **Commentary**

22. The curriculum is full and varied and meets National Curriculum requirements. Religious education follows the locally agreed syllabus. The school has reviewed its curriculum carefully to improve its relevance to, and enjoyment for, pupils. These are improvements since the last inspection. A two yearly curriculum cycle is in place. Due to previous complexities in class groupings, the curriculum has been further modified to meet individual needs. Planning is thorough and takes into account the differing needs of pupils in the two year groups in each class. The opportunities given to developing cross-curricular themes and to the creative use of the literacy hour are particularly good. The literacy and numeracy strategies are consistently applied and are firmly in place. The curriculum for the Foundation Stage is good and has been improved since the last inspection.
23. Enrichment opportunities are good. Although much improved, extra-curricular activities are satisfactory overall. Some after-school activities are led by teachers, parents and specialists and they are proving very popular in art, music and football. The school is involved in local cricket and football tournaments, and music festivals as well as annual whole school productions. The curriculum is further enriched through drama and a wide range of educational visits, visitors and workshops, including a residential trip to the Isle of Wight. Visits are made to different places of worship, such as Stedham Church, a Synagogue, a Hindu

Temple, and to Fishbourne Roman Palace and Chichester Museum. The local environment is used extensively as a rich resource for teaching and learning.

24. Good provision is made for higher-attaining pupils and those who are gifted and talented. Suitable extension tasks and activities are provided within lesson planning. Good use is made of the County-run gifted and talented pupil programmes. Teaching support is allocated to each class and teaching assistants work closely with the class teacher. They provide invaluable support for identified pupils, both individually and within groups in class, and on a withdrawal basis. Individual educational plans for pupils with special educational needs are well focused, with specific targets to be achieved, and are updated on a regular basis. This is an improvement since the last inspection. As a result, pupils are included in all activities, reflecting the school's strong inclusive character. Good links are maintained with outside agencies when necessary.
25. Personal, social and health education and citizenship are firmly in place and enhance the curriculum provision. The members of the school council play a key role in representing pupils' views in the decision-making process, including the curriculum offered.
26. Staffing levels are sufficient and stable, after a prolonged period of staffing difficulties. Staff are well qualified and are experienced practitioners. They are strongly committed to the school. Teaching assistants are well deployed to support pupils and they are highly valued by the school. They attend development courses within the local family group of schools. They are very committed and are actively encouraged to develop their skills. Resources are good; information and communication technology resources have been updated and are accessible in every classroom. In one classroom, the newly installed interactive white board is proving to be most beneficial. The school is set in beautiful surroundings and it is very well maintained. Stimulating and often excellent interactive displays successfully celebrate children's work and they are rightly pleased with their achievements. Classrooms are bright and are well organised. Several improvements have been made recently. The accommodation for the Foundation Stage is good, the newly created outside area has increased the opportunities for learning. Whilst this is developing appropriately, the school recognises more needs to be done to ensure that all six areas of learning are represented, for example by ensuring that opportunities for physical development and development of knowledge and understanding of the world are good. The much improved and well-organised library is small. The lack of accommodation has been a barrier to extending provision. The school also shares the hall with the Squirrels playschool on three mornings a week.

## **Care, guidance and support**

Arrangements to ensure pupils' care, welfare, health and safety are very good. The school provides its pupils with good personal support, advice and guidance. Pupils' involvement in its work and development is very good and they are very positive about the school.

## **Main strengths and weaknesses**

- The school looks after its pupils very well: health and safety and child protection procedures are very comprehensive and effective.
- Pupils feel cared for and supported and receive, good advice and guidance.
- The school council is open to all ages and works on important issues.
- Good links with the local playgroup and induction procedures help new pupils to settle quickly.
- 

## **Commentary**

27. The standard of health and safety in the school is very high. Parents stated that it is a very safe place. The school environment is extremely well cared for. It has been recently extended with layouts altered and areas fenced in to provide a safe and welcoming place for the pupils. Child protection and health and safety have been much improved since the last inspection with

policies now in place. Practices and procedures are clearly understood and followed by the relevant members of staff. This allows for early detection of problems and a swift action response. The school maintains a comprehensive list of policies and regularly reviews risk assessment requirements to identify priorities for action.

28. Staff are fully aware of their individual pastoral responsibilities. Parents say that their children are well taught and cared for with lots of praise and stickers in the lower years. Teachers all know pupils by name and pupils feel they have someone if not several adults they can go to if they have any worries. Teachers are responsive to the ability levels and personal needs of their pupils and class assistants work well in support. In discussions with inspectors, older pupils said that they are aware of their progress from the written comments on their work. If improvements are needed they go to their teacher for guidance. They often set their own targets. Younger pupils said that they know they are doing well by the sticker wall charts and certificates of merit on display. All pupils get help and advice from their teacher about how to improve.
29. Pupils are confident that the school listens to their views and takes them seriously. The school council consists of representatives from all classes including reception and all have a chance to be on it. Real issues are discussed and it is well regarded by parents and teachers. Recently the school has incorporated recommendations for health and safety at school and the anti-bullying charter. As well as the school council, pupils have an opportunity to be heard during speaking and listening activities in circle time in class and in the new drama activities such as role-play.

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

The school's links with parents are very good. Links with the local community are very good and with other schools good.

### **Main strengths and weaknesses**

- Frequent information to all parents keeps them thoroughly informed.
- High involvement levels, encouraged by the headteacher, result in extensive parent help in school visits, and extra-curricular and parent association activities.
- Parents are totally committed to the school and are involved in a range of opportunities to discuss views.
- Strong and growing links with the community and other schools enhance pupils' academic and personal development.
- Annual reports do not consistently provide targets for pupil improvement and the prospectus does not completely meet requirements.

### **Commentary**

30. Parents have extremely positive views of the school. The school's links with parents are very good and reflect the mutually supportive partnership. The prospectus promotes the importance of the parents' role in their children's education and the newly established home school agreement commits all parties to their shared responsibilities.
31. Overall, the quality of information provided for parents is good. Excellent wall displays and photographic diaries welcome parents into the school. These celebrate the pupils' work and their participation in trips and events. Newsletters and circulars keep parents up to date. Helpful curriculum information and subject evenings have been arranged to help parents assist their children's learning. There are two scheduled parent meetings to discuss pupil progress but parents feel comfortable to approach staff at anytime.
32. The annual report for parents has improved from the last inspection, giving both strengths and weaknesses. However, within the detail, the focus on what pupils need to do to improve

further is not sharp enough. To completely meet statutory requirements the prospectus should include attendance information.

33. The parent association is enthusiastic and active in organising social and fundraising events. The latter contribute well to the resources at the school and pay for the many trips and events. Many parents provide support for the school's work. They come in as helpers, accompany external visits and help run extra-curricular activities. Several work at the school and two parent governors support on the annual residential trip. Most parents help their children with home reading and tables and this helps to raise standards. The school encourages feedback from parents both formally in its parent survey as well as informally with its open door policy.
34. The school has very good links with its local community. It is seen by parents as the hub of the village although not all live there. Many visits to and from the community are arranged to support both pupil work and personal development. Pupils and their families join with the villagers in many social events in and outside the school. A local shop displays pupils' work and has provided school baseball hats for outside visits.
35. Good links have been forged with other schools. For example, pupils share the same annual residential trip and collaborate in a football club. Events are also arranged with a cluster of schools in the Rother Valley. They have shared sporting events, a citizenship day, poetry and musical festivals. The Squirrels playgroup is run from the school hall and it is from here that most pupils join. Familiarisation activities are arranged with them before transfer to the school to help them settle in more quickly. Likewise, arrangements are in place at the intermediate schools for the transfer of older pupils.
36. Currently work is in progress to develop a bridging unit to enhance the transition and transfer of pupils to the intermediates. Several initiatives are also being organised to improve the developing links between the cluster schools in the Rother Valley.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. Governance is good. The governing body ensures that the school meets its statutory responsibilities.

### **Main strengths and weaknesses**

- The enthusiasm, commitment and leadership of the headteacher are very good. She is successfully leading the school through a period of rapid change.
- The school's commitment to inclusion and promotion of equality and concerns for the needs of individuals are very good.
- Financial management and day-to-day administration are very good.

### **Commentary**

37. Governance is good. The governing body, many of who are new to the school, are involved in the work of the school and its policies. Appropriate committees run effectively. Governors are clear about the school's strengths and weaknesses and about the challenges that lie ahead. Governors have a range of expertise and skills they are increasingly well informed and supportive. They are now in a position where they can usefully act as a critical friend and be instrumental in guiding the school's future development. With the headteacher and staff, they share the focus on raising standards and improving the quality of provision.
38. Leadership by the headteacher is very good. She leads the school forward with a strong sense of direction and a clear determination for improvement. Since the last inspection, the school has suffered from a troubled period without any clear leadership for nearly two years. This, in itself a significant barrier to improvement, was compounded by low staff morale. Since her appointment, just under two years ago, the headteacher has, with the full support of staff,

governors and parents, addressed the key issues raised in the previous report. Governors and staff have a shared view of where they want the school to go and staff have the capacity to realise their intentions. Teachers say that they feel enabled, valued and enthused by recent developments. Relationships are characterised by mutual respect. School development has been rapid and the priorities for development are well chosen, such as raising achievement, improving staff morale, implementing a programme of performance management, implementing ICT training for staff and improving access to computers. Good improvement has been made and the school continues to improve and has many strengths.

39. Leadership of subject areas, the Foundation Stage and of special educational needs is good. All staff work together to share expertise and teamwork is encouraged by the headteacher. As in most small schools, the teachers are each responsible for several subjects. The school is continuing to look for ways of improving the management of the curriculum and the development of the role of the co-ordinator is still a priority. The headteacher teaches one day a week. She is highly competent and very capable. However, governors have concerns for the workload undertaken by her, which has to be finely balanced.
40. Management is good. The school is organised efficiently and good systems are in place. Staff are clear about their roles and responsibilities and are well supported in their professional development. Performance management is secure. Target setting and the monitoring of achievement are good by the headteacher and in English, mathematics, science and the Foundation Stage. They are not as well developed in other subject areas. Effective policies are in place and, with the exception of the developing assessment practices, they are consistently applied. Good procedures and processes are kept under regular review. The school is keen to use initiatives, such as the 'Excellence and Enjoyment' primary strategy, which has influenced development and work with the local family of schools.
41. Financial control and administration are most efficient. The school has good procedures and systems in place and monitors and controls the budget effectively. The school development plan sharply identifies necessary priorities and has earmarked funding for specific developments. Principles of best value are clearly understood and funding is allocated well to educational priorities, an example being the purchase of the interactive whiteboard. The cost per pupil is high, as is the case in many small schools. Overall the school provides good value for money because it offers pupils good support and guidance and a good education and, as a result, they achieve well.

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

Income and expenditure (£)		Balances (£)	
Total income	228,481	Balance from previous year	11,446
Total expenditure	232,757	Balance carried forward to the next	33,495
Expenditure per pupil	3,474		

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

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

Provision in the Foundation Stage is **good**.

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

- Reception children are well settled and enjoy coming to school.
- The teacher provides a good range of practical, purposeful and interesting activities.
- Staff encourage talk effectively.
- Children have too few opportunities to practise early writing skills in adult led activities.
- The garden is underused to support children's learning outdoors. The outside area for under-fives does not yet reflect all six areas of learning.

#### **Commentary**

42. Reception age children attend full-time in a mixed age class alongside Year 1 pupils. They form just under half the class. Attainment on entry to the school is in line with what is to be expected nationally, but lower than at the time of the last inspection in 1998. By the end of the reception year they are securely on course to reach the Early Learning Goals in all areas of learning. Personal, social and emotional development and aspects of physical development are good. The children achieve well overall and particularly well in these aspects. Standards cannot be compared with those reported during the last inspection because since that time the Early Years curriculum has been revised and extended to meet the needs of a wider age range – from three to the end of the reception year.
43. Teaching is good overall representing an improvement since the last inspection. The teacher has a secure understanding of the active way that young children learn. Together with the two part-time teaching assistants, she provides a stimulating and well-organised classroom with a wide range of practical, relevant, purposeful and interesting activities, both those that are adult led as well as those that the children can select for themselves. The teaching assistants make a valuable contribution to learning, especially when working intensively with individual or small groups of children. Leadership and management are good and teamwork is good. The school continues to develop the curriculum and it meets the children's needs well overall. Planning reflects the national guidance and appropriately takes account of the differing needs of children in this mixed age class, a further improvement since the last inspection. Assessment is detailed and comprehensive.

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

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

Good teaching ensures that children achieve well in this area. Personal, social and emotional development is good. The teacher and teaching assistants' nurturing and supportive approach ensures that the children are well settled and feel comfortable in school. Staff establish good, trusting relationships and set clear guidelines for behaviour, with regular kindly reminders, for example about remembering manners and taking turns. The children know what is expected and behave sensibly. They mix well with the older children and move about the classroom confidently. They enjoy playing together, as when making a cow barn or a kennel for a dog. Through stories and role play the teacher encourages children to learn about different religious festivals and celebrations such as Christmas, Hanukkah and Diwali.

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

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

Teaching is good in this area and most four and five-year-olds are securely on track to reach the national goals by the end of the reception year. Children achieve well overall. Staff encourage talk and extend vocabulary effectively so that children are keen to talk, sometimes in a clear extended and imaginative way, about injured toy animals brought to the animal hospital, for example. Good questioning skills lead children's thinking on and joining them in their play stimulates and develops ideas. The teacher's lively story telling captures children's attention very well and they enjoy joining in repetitive or rhyming parts. Systematic, direct teaching of sounds and letters is effective in helping children tackle new words in reading. They do not transfer their knowledge so readily to writing, however, because independent early mark-making does not have a high enough profile. Children 'write' in play situations but too often adult-supported writing is simply copying.

## **Mathematical development**

Provision for mathematical development is **satisfactory**.

Teaching is satisfactory in this area and most children are likely to reach the national goals by the end of the reception year. Children achieve satisfactorily. The teacher places an appropriately high emphasis on practical activities, inside and out, to reinforce children's learning, about numbers to ten, for example. She suitably uses action rhymes, and also class routines such as registration, to introduce early computation. She makes good use of stories to reinforce mathematical learning, as in Jack and the (very tall) Beanstalk. Through creative and other activities she extends learning about different basic geometric shapes, as when making flower pictures for Mother's Day.

The remaining areas of learning were sampled. It is not possible therefore to make secure judgements about standards, achievement, teaching and learning. In **knowledge and understanding of the world**, the teacher provides interesting and exciting activities for children to experience the world about them, as when planting beans or looking at signs of spring on a walk in the good quality and attractive school grounds. She engages their curiosity well, for example about what might be under the compost of a potted hyacinth. Children approach computers with confidence and some manage simple programs independently because of regular access and relevant activities. They readily engage in purposeful construction and other play activities because of the effective way such activities are organised. Children select tasks for themselves, such as making a pen for the sheep, choosing relevant equipment or materials with confidence.

In **physical development** the teacher provides a wide range of opportunities for children to exercise and develop hand and finger muscles through a variety of equipment such as pens, pencils, paintbrushes, scissors and interlocking shapes. Consequently children use such implements effectively as they write, draw, paint or fit small bricks together. They handle small things, such as beans, with care and a good degree of dexterity. The two hall sessions are well used, for children to practise and refine good balancing and other gymnastic skills, for example. They use bikes and other wheeled toys each day but time is limited and space restricted. Overall, there are not enough opportunities for children to exploit their physical skills and be adventurous.

Outdoor learning is under development, not only to support energetic physical activity but also other areas of learning. The teacher plans appropriately for outside activities each day, using the new covered patio area but, as the school is aware, the potential of the delightful enclosed garden, complete with established trees, is not yet fully realised and once developed will further enhance learning.

In **creative development** children sing a range of familiar action rhymes and songs in class and in specialist sessions they learn how to clap to a rhythm and sing in a similar pitch when responding to phrases by the teacher. In the 'snail and mouse' song, they change tempo in response to directions. They listen attentively and enjoy exploring the different sounds their voices and bodies can make. Displays indicate suitable painting and careful drawing activities. Children clearly enjoy the well-appointed role-play area, currently an animal hospital. Their imaginative play is stimulated well, for example by a visit from a vet and also when a teaching assistant joins them in role, to further extend and develop ideas.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision for English is **good**.

#### Main strengths and weaknesses

- Standards are above average and achievement is good in reading and writing.
- Teaching is consistently good and impacts positively on the standards achieved.
- Teaching assistants and class teachers work well together.
- Marking is not consistently evaluative.
- Provision for pupils with special educational needs is good.

#### Commentary

44. Standards in speaking and listening are above average and are a particular focus for the school. Pupils achieve well. Teaching is consistently good in English. Teachers encourage pupils to interact with each other in pairs and in groups. Consequently, pupils have a rich experience of language, extend their vocabulary, and can listen, talk and share ideas and views confidently. In lessons, teachers used effective questioning to promote learning, which was matched to the individual needs of the pupils, including a high level of challenge for the more able.
45. Standards in reading are above average and, by the time they reach Year 5, pupils' achievement is good and they are reading fluently and with expression. Within the younger pupils, there are some exceptionally good readers and, by the end of Year 2, they are all likely to achieve the expected Level 2, and many to achieve the higher level 3. Reading has a high profile in the school currently.
46. The standard and quality of writing is above average. Children achieve well and make good progress throughout the school. Teachers encourage pupils to use a range of styles, and provide good opportunities for creative and extended writing. The school takes part in an annual letter-writing competition. This promotes imaginative work as well as writing for accuracy. Teaching and learning are good; there are many opportunities with the younger pupils for compositional writing and, for example, within the role-play area of the classroom. In lessons, teachers made good links to other subjects; for example, in Year 5 exploration of World War 2 poetry, using the extract from 'Dunkirk', and linked to the current history topic. The pupils also used ICT to word process their own verse, which was very evocative 'sadness filled me, yet freedom was so close'. Handwriting and the presentation of work is good overall. Pupils are all expected to achieve the Level 2 in writing by the end of Year 2 and a proportion of boys and girls should reach the higher Level 3. From evidence gained, both boys and girls are achieving well across the whole school.
47. Pupils with special educational needs and higher-attaining pupils achieve well. Teaching assistants are used well and give good support to individuals as well as groups of pupils. The school recognises that there needs to be a sharper focus on individual literacy targets, as well as using evaluative marking for certain pieces of writing.
48. Standards have improved since the last inspection. The school has good strategies in place to maintain this and to improve further. The use of the interactive whiteboard in Years 2 and 3, the use of websites, and the good word processing skills that have been developed enhance the pupils' learning still further.
49. The subject is well led and managed by the co-ordinator who has given reading a high profile, as well as promoting high expectations of writing and speaking and listening. The co-ordinator

has analysed a questionnaire of pupils' reading habits and this will be used to produce a booklet for parents with suggestions for promoting further a love of reading. The small library has been refurbished and the school has invested in new reading books and reference material.

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

50. Provision is good across the curriculum and standards of literacy are above average overall. Teachers plan links with several subjects well. Information and communication technology is used effectively to support literacy and there are good opportunities for writing in other subjects. In mathematics, teachers emphasise mathematical language suitably, such as 'numerator' and 'denominator'. In science, specific language is sometimes usefully used to identify key questions and vocabulary.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards are above average and achievement is good in Years 2 and 5.
- Good quality teaching promotes pupils' learning well.
- Teachers use information and communication technology to very good effect.
- Mathematics is well led and managed.

#### **Commentary**

51. Standards in mathematics in Year 2 and Year 5 are above average, comparing favourably with 2003 test results for Year 2 and also the findings of the last inspection for both year groups. Because of good quality teaching and high expectations, pupils across the school achieve well in mathematics.
52. Pupils in Year 2, order numbers to 100 with confidence. They have a reasonable understanding of place value and a clear practical understanding of 'half'. They find different ways of dividing a square grid into equal halves, practically, and many know how to write 'half' in numbers. Higher-attaining pupils add and subtract two digit numbers. Pupils in Year 5 understand clearly the relationship between multiplication and division, and count on and back in tens and hundreds from a given three or four-digit number. They program an electronic toy so that it moves between obstacles on the floor and also knocks down a tower of bricks. Higher-attaining pupils use knowledge of the link between fractions and division to work out proportions of whole numbers. They explain their work with particular clarity. Good, well-informed support by teaching assistants as well as by class teachers enables pupils with special educational needs to achieve as well as their peers.
53. The quality of teaching and learning is good, as at the time of the last inspection. Teachers set pupils challenging tasks overall, building effectively on previous learning. They provide well for differing abilities in the mixed age classes and use the flexibility that this affords to advantage, for example for pupils to work with other year groups. They ask probing questions, sometimes in small steps to make pupils think and move forward in their learning. They give clear explanations and are well organised. A significant strength of the teaching is the way that teachers use information and communication technology to promote learning in mathematics. Pupils are highly motivated, keen to contribute and very attentive, especially when working with the interactive whiteboard. Teachers provide useful open-ended tasks and emphasise mathematical language suitably, such as 'numerator' and 'denominator'. Previous weaknesses, identified at the last inspection, have been addressed satisfactorily. Teachers now make it clear to pupils what they are expected to learn from lessons. Due to the good quality teaching pupils now maintain a good level of attention throughout.

54. The subject is well led and managed. The confident and experienced co-ordinator is well aware of future developments in the subject, through looking at samples of pupils' work and keeping a close eye on planning. In addition, through careful analysis of test results, including Year 6 results from the next school, she identifies common weaknesses to inform future teaching. Good liaison with the next school supports pupils effectively as they transfer and continue working towards national testing. The school has effectively maintained good provision in this subject, as at the time of the last inspection.

### **Mathematics across the curriculum**

55. Provision across the curriculum is good and standards of numeracy are good. Pupils make appropriate use of numeracy across the curriculum, for example to draw graphs and tables, or measure distance in science. In design and technology, pupils sew mathematical patterns and, in geography, they plot routes for the programmable toy. They use grid references to identify places on a map. Pupils across the school use information and communication technology routinely to reinforce mathematical learning. Pupils' competent and articulate speaking skills enable them to explain clearly what they are doing and how they have arrived at answers.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average and pupils' achievement is good.
- Teaching is good, with a high profile given to practical learning.

### **Commentary**

56. Standards in Year 2 and Year 5 are above average, reflecting results in national testing for seven-year-olds in 2003, and also the findings of the last inspection. Pupils achieve well. Pupils in Year 2 apply their understanding about healthy eating to the contents of their lunchboxes. They identify what dietary improvements can be made such as: 'I need to eat more fruit'. From looking at personal photographs, they notice changes in themselves and their peers. Pupils in Year 5 have a clear understanding of a fair test and carry out experiments with confidence, such as finding which type of sugar, for example, dissolves fastest, or finding ways to separate substances such as water and sand. Pupils' competent writing skills enhance learning, for example through well-presented work and clearly written accounts. They use ICT skills appropriately as when drawing up graphs or word processing experiment notes.
57. The quality of teaching and learning is good. Sometimes it is very good, when pupils are particularly well motivated and enthusiastic. Pertinent questions and a brisk pace lead learning on very well. Teaching is better than at the time of the last inspection when, although good in Years 1 to 2, it was judged satisfactory in Years 3 to 5. Teachers now make it clear to pupils at the beginning of lessons what they are going to learn, and sometimes usefully identify key questions and vocabulary. A major strength of the teaching is the consistently high profile that teachers give to practical and investigative work. Pupils clearly enjoy the well-managed experiments and become engrossed. They work together well, reflecting a school focus to encourage co-operative working. Good quality probing questions challenge pupils, lead learning on, and encourage further enquiry. Good observation skills are fostered, for example to look carefully at personal change in a series of photographs, or seasonal change in the school grounds.

58. Leadership and management are good and secure. The co-ordinator has a clear view of what needs to be done. Investigative work is now embedded in the curriculum, representing good improvement since the last inspection. Statutory assessments, and on-going assessment procedures are secure. Improvement since the last inspection is good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards throughout the school have improved and they are above expectations in Years 1 to 3.
- The school has significantly improved the provision for ICT but more needs to be done to raise standards throughout the school.
- The school is very well resourced.
- The ICT technician gives the school good support.
- Leadership of the subject is good, with vision for future development.
- There are strong cross-curricular links.

### **Commentary**

59. Standards are above expectations and achievement is good in Years 1 to 3. Standards are average and achievement is satisfactory in Years 4 and 5. This reflects the previous gaps in provision for older pupils. In literacy and mathematics lessons, the higher-attaining pupils use of the interactive whiteboard moved on the pace of the pupils learning. In Year 1, pupils develop skills in using the buttons on the tape recorder as well as how to program the roamer and to improve mouse control. Pupils in Years 2 to 5 intuitively use websites to research information, such as the rain forests, for art and geography, and Judaism, for religious education.
60. Teaching and learning are good across the school and the range and variety of resources used enhance the quality of the learning experience. Pupils are given equal opportunities to succeed.
61. Planning is good and shows how ICT can be used to support the other subjects.
62. There has been a marked improvement in the confidence of staff and pupils, and with this integration of resources a better use of cross-curricular provision. A wide range of software is in place, which supports other subjects, as well as using the web to research geography, history, design and technology and religious education. The Roamer and Pixie are also in use, as well as the digital camera. The ICT technician supports the school for one day per week as part of the cluster arrangements. The ratio of 1: 8 computers, which are in constant use, is above the nationally recommended figure. The school website is up and running, and it is updated on a regular basis. The school is planning to develop a web club for the pupils to have direct input of their own.
63. Leadership is good and there is clear vision for future development. The co-ordinator is fully aware that more needs to be done to raise standards throughout the school and provides a good enthusiastic role model for staff and pupils. The co-ordinator manages the subject well, and there is a planned program in place for levelling of the pupils' work to ensure that expected standards in Years 4 and 5 are achieved. There has been good improvement since the last inspection.

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

64. Standards of ICT within subjects and across the curriculum are satisfactory overall. This subject is used well to support learning in English, mathematics, art and design, history and religious education. Links between subjects are carefully planned. Pupils were observed researching information to support other subjects as well as using ICT to improve their presentational skills.

## **HUMANITIES**

65. Judgements for geography and history are based on work sampling and other evidence available. No lessons were seen. Two lessons were observed in religious education. The scrutiny of work and evidence of teachers' planning and discussions with pupils also support the judgements that follow.

### **Geography and history**

66. Limited evidence in geography, especially for Years 1 and 2, indicates that standards meet expectations. Standards in history are at least average and pupils' achievement is at least satisfactory by the time they leave the school. Standards broadly reflect the findings of the last inspection.
67. In geography, mapping skills progress appropriately as pupils move through the school. Younger pupils draw pictorial maps of aspects of the school grounds, such as the pond, and older pupils work with maps that have different scales. They use grid references well to find places. Pupils in Years 4 and 5 research aspects of India confidently, for example clothes, weather and different religions, and find out about places of particular interest in the news. They use the locality effectively and through visits further afield, including residential, they experience contrasting places such as Sandown on the Isle of Wight.
68. History enjoys a high profile, representing good improvement since the last inspection when not enough time was allocated to the subject. Good links are made with the school's past as pupils look at logbook recordings of evacuees attending (in the afternoons), for instance. They try to contact one such evacuee by letter to find out about his experiences at Stedham, and prepare questions for other senior citizens about their wartime memories, especially about evacuation and rationing. History makes good contributions to pupils' personal development as they consider, for example, what Christmas was like for an evacuee. Drama further enlivens pupils' experience, as when dressing up as a servant girl taking a basket of food home for Mothering Sunday or acting out responses to an air raid attack. Pupils are clearly curious about the past, and older pupils in particular are making some good gains in their historical learning. Teachers usefully help pupils to identify what they have learned by posing such questions as: 'I never knew that!' (more than 15 countries took part in World War 2).
69. Work in both geography and history complements learning in other subjects, especially for older pupils. For example, in design and technology pupils design Indian clothes and fabrics using traditional paisley style patterns. In religious education, learning about Judaism effectively enhances learning about aspects of World War 2. In literacy lessons, pupils write dramatic and eye-catching newspaper accounts, about the outbreak of war, for instance, and study complex war poems. Information and communication technology skills effectively reinforce and extend learning in both subjects, for example to support work on rainforests in geography or to find out about George Stephenson in history. In addition, pupils use art skills effectively, as when making careful pastel drawings of historical artefacts. Improvement since the last inspection is satisfactory.

## Religious education

Provision in religious education is at least **satisfactory**.

### Main strengths and weaknesses

- Visits to different places of worship enrich learning in religious education.
- Religious education makes a good contribution to pupils' personal development.

### Commentary

70. From the two lessons observed, from looking at samples of work and talking to pupils, indications are that standards are in line with the expectations of the locally agreed syllabus across the school, as at the time of the last inspection. Pupils achieve satisfactorily. Sometimes older pupils achieve well, as when considering the impact of learning on their lives. Pupils in Year 2 are beginning to appreciate symbolism, through looking at different sorts of crosses, poppies, and a Christingle, for example. Year 5 pupils are familiar with stories from the New Testament. They look at different versions of the nativity in the Gospels. Pupils across the school have an appropriate understanding of aspects of Judaism, about the Torah and the Menorah, for instance, and the festivals of Shabbat and Hanukkah. Learning in history clearly enriches the work in religious education, as older pupils consider, for example, the plight of Jewish people during World War 2, and younger pupils learn about the origins of Mothering Sunday. Pupils across the school make good use of competent well-presented writing skills to support learning in this subject.
71. The quality of teaching and learning is at least satisfactory in the two lessons seen. Teachers use a variety of visits to places of worship to reinforce and enrich learning. Older pupils confirm that through the recent synagogue visit, they made further gains in their learning about Judaism, building well on what had gone before. They expressed amazement at the size of the Torah. Good links with the local church enhance pupils' understanding of the Christian faith. A further strength is the way that teachers sensitively encourage pupils to respond to their learning. For example, thoughtful and moving letters to Anne Frank show how older pupils were inspired to look with a degree of humility at their own lives. Teachers provide a wide range of sources for research and information gathering, including visits, books and the Internet. They use role-play effectively to reinforce learning. Leadership and management are good. The experienced and knowledgeable co-ordinator has a secure view of the future development of the subject. Progress towards action plan priorities is clearly evident and progress since the last inspection is satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In creative, aesthetic, practical and physical subjects, work was sampled in art and design, design and technology, music and physical education. One part lesson was seen in each of design and technology, music and in physical education. Two lessons were seen in art and design. The scrutiny of work and evidence of teachers' planning support the judgements that follow.

### Art and design

72. Work was sampled and two lessons were seen and there is every indication that standards are above expectations and achievement is good. This reflects the judgement made about standards at the time of the last inspection. Work displayed throughout the school is often of a high quality, reflecting the good standards of teaching and learning. Pupils in Year 1 learn how to closely observe and record their findings whilst using watercolours to paint primulas. They apply colour with increasing control and delicately try to match different shades. Pupils take turns to use the computer to draw and print a picture. Older pupils in Years 2 and 3 discuss their views about 'Expectation' by Gustav Klimt and relate this to previous studies about

Egyptian art and that of Mondrian. They translate their ideas through collage, making exciting and vivid designs and patterns to create a panel for Joseph's amazing technicolor coat. Teachers use subject-specific vocabulary very well and use resources exceptionally well to further stimulate pupils' interest. On display, there are excellent drawings of artefacts from World War 2 and propaganda posters by pupils in Years 4 and 5 illustrating design techniques effectively. There are large-scale collages depicting Moses and the burning bush. Pupils have also taken photographs of plants in spring and then produced careful pencil and pastels studies. There are references to art from different cultures, such as the paisley design used in textiles and embroidery designs from India. Work sampling confirms that pupils experience a rich curriculum in art and design.

## **Design and technology**

73. Judgements for design and technology are based on work sampling and one lesson observed, which was linked to art and design. The evidence indicates that standards meet expectations. Standards are average and achievement is at least satisfactory by the time pupils leave the school. Standards broadly reflect the findings of the last inspection.
74. The teaching assistant took a group in the hall where Years 2 and 3 pupils used a template to support cutting fabric for Joseph's coat. They were able to cut the hessian carefully around the template and pin together two pieces of fabric as well as stitch along the seams. The pupils were aware of health and safety issues and had a productive session using newly acquired skills. Teaching was clear with focused support. A rich variety of work is on display, and examples of work and photographic evidence are seen in the design and technology portfolio, such as Year 3 costume design for life in India. Years 2 and 3 pupils had designed and made vehicles using axles and wheels; this work was done individually, and the 3 dimensional models were on display. Years 4 and 5 pupils had worked collaboratively on designs for mathematical board games and these had been evaluated. The pupils had also been involved in the design for the garden area for the Reception and Year 1 class. There are strong cross-curricular links with mathematics, science, art and design, geography and ICT. Standards have been maintained since the last inspection, and there is sufficient time allocated for the development and progression of skills.

## **Music**

75. Judgements for music are based on one lesson and singing in two assemblies. Evidence indicates that standards are at least average and in line with national expectations. Pupils' achievement is satisfactory. In Year 1, pupils sing familiar songs and increase their repertoire of new songs. They can sing in unison and sing call and response phrases in a similar pitch to the teacher. They clap different rhythms with increasing accuracy and understand how to make different sounds using their voices and bodies. They are also beginning to understand tempo when singing different songs. In assembly, pupils enjoy the opportunity to sing together and clap to various well-known songs, such as 'Ink is black', 'Thank you for my friends', and 'I close my eyes'. During the inspection, they were rehearsing for the annual school production, 'Joseph'. Curriculum planning indicates that pupils build on their previous experience. Music is very popular amongst the pupils and there are several extra-curricular clubs that they can join.

## **Physical education**

76. The programme for physical education includes athletics, dance, gymnastics, and games such as, hockey, football, and cricket, and swimming for pupils in Years 3, 4 and 5. The curriculum is further enhanced by the support of parents who lead extra-curricular clubs in football and netball. The school is also well represented in local cricket and football tournaments.
77. During the inspection, only one lesson was observed and on this sample it is not possible to make a secure judgement on standards, achievement, teaching and learning. In the lesson

observed, pupils were able to perform basic gymnastics skills and actions whilst engaged in floor work and using large apparatus. They understood the importance of warm-up techniques and of being aware of each other when moving about in a space. Prompted by the good teaching, they knew and could explain the rules about using equipment. In warm-up activities, they could name different body joints. Working in silence, they were able to balance and change body levels and shapes. They could balance on different body parts and work individually and co-operate well with partners. The activities were well planned and matched to the different needs and ability levels within the class. School records indicate that by the end of Year 5 almost all pupils can swim 25 metres.

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

### **Personal, social and health and citizenship education (PSHCE)**

78. One very good lesson was seen in PSHCE. Pupils focused on what makes people the way they are and what makes a friend, following up the theme of friendship introduced earlier in assembly. Inspectors observed a circle time session and interviewed pupils about their involvement in the school council. There was insufficient evidence during the inspection to form a secure judgement about pupils' standards, their achievements or the quality of teaching and learning. Evidence from pupils' work, teachers' planning and discussions with pupils suggests that provision is at least good.
79. Pupils' PSHCE has a high profile across the school and in subjects. A range of planned topics and themes are explored and discussed. Younger pupils learn about issues such as jealousy, being safe, caring for pets, being helpful and working together. This has involved trips around the village, showing good manners in public, road safety awareness and the care of the village. Older pupils explore issues through drama, they learn about sex and drugs education and keeping healthy and taking responsibility. Role play, circle time and a good citizenship curriculum have all contributed to the improved awareness of each other's values and beliefs. Drama is used well to enable pupils in role play to make choices, to have empathy for one another and to improve their self-confidence and self-esteem. Year 5 pupils have been involved in local citizenship days and feedback from visits and visitors has been good.
80. The school council provides an excellent forum for pupils to express their views. Representatives from all classes, including the reception year, all have a chance to be on it. The role of the school council has also increased pupils' involvement in the life of the school. Real issues are discussed and it is well regarded by parents and teachers. The PSHCE co-ordinator works hard to develop pupils' awareness and appreciation of their own and others' cultural traditions.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

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

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

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

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