

INSPECTION REPORT

COLGATE PRIMARY SCHOOL

Colgate, Horsham

LEA area: West Sussex

Unique reference number: 125825

Headteacher: Mr A J Brown

Lead inspector: Margaret Dickinson

Dates of inspection: 15 – 18 November 2004

Inspection number: 266650

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 - 11
Gender of pupils:	Mixed
Number on roll:	111
School address:	Blackhouse Road Colgate Horsham West Sussex
Postcode:	RH13 6HS
Telephone number:	01293 851254
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Joanna Thomas
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

The school draws its pupils from the village of Colgate and its surrounding area, with some pupils coming from Crawley. Pupils come from a broadly typical range of backgrounds. Children's attainment on entry to the school varies from year to year but is average overall. Around twenty-five per cent of the pupils across the school are identified as having special educational needs, as a result of a variety of learning, social, emotional and behavioural difficulties. This is above the national average. At present, three per cent have a Statement of Special Educational Needs, which is also above average. A small number of pupils come from ethnic minority groups. No pupils are at an early stage of acquiring English. The movement of pupils in and out of the school during the school year is higher than the national average. There has been a high turnover of teachers in the last two years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12373	Margaret Dickinson	Lead inspector	English, science, music, physical education, religious education, English as an additional language.
32677	Brian Horley	Lay inspector	
28009	Ruth Allen	Team inspector	Foundation Stage, mathematics, information and communication technology, art and design, design and technology, history, geography, special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is **unsatisfactory** and it gives unsatisfactory value for money. It is a caring school with a supportive ethos but has serious weaknesses in three crucial areas: the provision in Class 1, the quality of teaching and learning; and pupils' achievement between Years 3 to 6. Leadership and management are satisfactory but a high staff turnover has prevented developments from embedding and having a successful impact on pupils' achievement. These problems are important, but the school has not been judged to be in need of special measures because the inspection team saw evidence that significant improvements will have taken place for the start of the spring term.

The school's main strengths and weaknesses are:

- Children in the reception year, as well as the few who remain in the same class during Year 1, have a poor start to their education.
- Teaching and learning are unsatisfactory overall. There should be more good or better teaching, particularly in English and mathematics.
- Pupils do not make good enough progress between Years 3 and 6.
- The headteacher has worked hard, and successfully, to improve the ethos and environment of the school but arrangements for monitoring are not rigorous enough.
- The school has effective and committed teaching assistants who help pupils with special educational needs to do well.
- Pupils have good attitudes to school and behave well because there is good attention to developing moral and social awareness.
- The good opportunities for enriching the curriculum have a positive effect upon pupils' personal qualities and approach to school life.

On balance, improvement since the last inspection has been unsatisfactory. The school responded appropriately to most of the key issues. The health and safety issues have been addressed. There are better systems for monitoring teaching and the curriculum, assessing pupils and setting targets, but these are not yet having enough impact on pupils' achievement. The school is not as effective as it was at the last inspection. However, not long after being appointed, the headteacher identified serious concerns over standards and the quality of education, which were confirmed by the local education authority (LEA). The headteacher had to face and tackle significant challenges, and evidence from the LEA and governors shows clear and continuing improvement since that time.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	E	E
mathematics	D	E	D	E
science	C	C	D	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2. Caution is needed in interpreting these results as numbers in year groups are relatively small and one child's performance affects results significantly.*

Achievement is unsatisfactory overall. Pupils with special educational needs achieve well and benefit from good support. Inspectors were unable to make a secure judgement on children's attainment and achievement in the reception year because of the lack of evidence. Lessons were disorganised and unfocused, assessment of children's progress is poor, and there was little work to scrutinise in order to assess standards. The Year 1 pupils in this class are at a disadvantage. The provision is substantially worse than that of the Year 1 pupils in the mixed Year 1 and Year 2 class.

Here, pupils' achievement is satisfactory, and sometimes good. Standards at Year 2 are average in reading, writing and mathematics. In Year 6, standards are below average in English, mathematics and science, and average in information and communication technology (ICT). Pupils of middle and higher abilities are not making enough progress through Years 3-6.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils' attitudes and behaviour are good and they form friendly relationships with each other and with adults. The school promotes attendance well; attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is unsatisfactory. The poor provision in Class 1, and the **unsatisfactory teaching in the school as a whole**, are central weaknesses that impinge directly upon pupils' achievement. There is some good teaching, mostly in English, but not enough overall. Teaching in mathematics is unsatisfactory. In most lessons, teachers are well organised, manage pupils well and establish a positive atmosphere for learning. The good team of teaching assistants provides significant support for pupils with special educational needs. However, teachers do not have high enough expectations, based on a secure awareness of the levels at which pupils of differing capabilities should be working. Assessment is not used well enough. This hinders learning for some pupils. The high turnover in teachers has led to learning not being as seamless as it should have been. The curriculum is enriched well. Links with the community and other schools are good. These good aspects stimulate pupils' interest and broaden their learning. The school pays close attention to pupils' welfare, health and safety. All pupils are valued: their views are sought and considered very seriously.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. Evidence from the LEA, governors and staff shows that the headteacher has had a positive impact upon the culture, ethos and learning environment of the school. He and the deputy headteacher have taken appropriate steps to improve teaching and achievement but their monitoring is not rigorous enough and the high staff turnover has hindered progress. Weaknesses in provision in Class 1 have demanded a lot of time but are being addressed appropriately and with urgency. Subject leadership, whilst developing, is unsatisfactory. Subject leaders have a marginal monitoring role and are not overseeing and influencing achievement in their subjects. Governance is satisfactory and governors meet all their statutory requirements apart from some minor omissions in allocating roles and in information for parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the school. They like the arrangements for helping pupils to settle, feel comfortable about approaching the school and find staff treat children fairly. Some feel the school does not seek their views but no evidence was found to support this. Many pupils are positive about the school. They know who they can go to if they are worried and most say teachers listen to them and are fair. Other children are friendly but do not always behave well. The inspection team found behaviour was good and that pupils with behavioural difficulties are managed well.

IMPROVEMENTS NEEDED

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

- Continue to address the serious weaknesses in provision in Class 1 with urgency.
- Improve the overall quality of teaching and learning.
- Use assessment and monitoring at all levels more effectively to improve achievement, particularly in Years 3 to 6.

and, to meet statutory requirements, the governing body needs to:

- allocate a specific governor for literacy or numeracy, and
- include all required aspects in the prospectus and annual governors' report for parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is unsatisfactory overall. By Year 2, standards are average. By Year 6, they are below average. Achievement is satisfactory in the mixed Year 1 and Year 2 class and unsatisfactory between Years 3 to 6. Pupils with special educational needs achieve well in the school. It was not possible to make a reliable and secure judgement on attainment and achievement of children in the reception year.

Main strengths and weaknesses

- Pupils do not make enough progress between Years 3 and 6 in English, mathematics and science.
- Pupils with special educational needs are well supported and therefore do well.
- The trend in the school's results at Year 2 has improved in comparison to the national trend.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.1 (17.1)	15.8 (15.7)
writing	15.5 (16.8)	14.6 (14.6)
mathematics	18.6 (18.0)	16.2 (16.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	25.0 (27.0)	26.9 (26.8)
mathematics	25.8 (27.8)	27.0 (26.8)
science	28.2 (28.9)	28.6 (26.6)

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

1. Results in the 2004 National Curriculum tests at the end of Year 2 were well above average overall and average in comparison with similar schools. Results at Year 2 have shown some improvement over recent years. Until this year, the trend in results was in line with the national trend whereas it is now above the national trend. Pupils did well in 2004, particularly in mathematics, where their performance was in the top five per cent of schools nationally, and the percentage of pupils attaining the higher Level 3 was over twice the national average.
2. At Year 6, the trend in performance has been below the national trend for some years. In 2004, results were well below the national average and well below average against similar schools. The size of each year group is quite small and all these comparisons must be treated cautiously as standards do vary from year to year. In addition, the fluctuation in standards is also affected by the proportion of pupils leaving the school earlier than Year 6, which is much higher than it is nationally. Only 81 per cent of the Year 6 pupils who took the tests in 2004 were at the school throughout Years 3-6. There are several reasons for pupils leaving: some parents transfer their children to nearby independent schools after Year 2; other families move out of the area; and some children transfer to other local schools. The general picture is that the school tends to lose higher attaining pupils, and those that join from other schools are often

lower attaining pupils. This is certainly influencing the lower performance at Year 6 but it is not the only reason for the well below average results against similar schools. The quality of teaching and the unsatisfactory use of assessment are also important weaknesses which are affecting how pupils achieve over time.

3. Inspection judgements show that, by Year 2, standards are average in reading, writing, mathematics and ICT. These judgements differ from last year's test results because there are fewer higher attaining pupils in the current Year 2. This class has also had five teachers since the beginning of term, covering absence for maternity leave. Their achievement over this period has not been steady, but the staffing situation is now more stable and pupils are achieving satisfactorily.
4. By Year 6, standards are below average in English, mathematics and science and average in ICT. Achievement is satisfactory in ICT, though it is unsatisfactory in the first three. Weaknesses in teaching are holding back pupils' progress between Years 3 and 6. Scrutiny of assessments and pupil tracking data shows that too many pupils have not made enough gains in learning as they move from year to year, and class to class. The test data is not being used well by teachers to determine what pupils can already do and decide where to pitch future work. This means that teachers' expectations are generally too low and pupils who could cope with more challenging work are sometimes working well within their capabilities. The underachievement has been identified by the headteacher and deputy headteacher and some appropriate steps have been taken – for example, monitoring teaching and the way the curriculum is planned, and setting up a whole-school system for setting targets for individual pupils. However, the assessments are not used effectively to help pupils move forward in their learning, and monitoring does not focus rigorously enough on the causes of underachievement.
5. Pupils with special educational needs achieve well because of the good support provided within the school. Clear targets are set for all these pupils. These are focused on in all lessons and regularly reviewed by staff, parents and the pupils themselves. Pupils are challenged and supported well in their work across the curriculum by a team of committed and hard working teaching assistants.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their spiritual, moral, social and cultural development is also good. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils have positive attitudes to school and are friendly and caring.
- Pupils are well behaved and form good relationships with adults and other pupils.
- The school provides well for pupils' moral, social and cultural development.

Commentary

6. Pupils like being at school and enjoy many aspects of school life. Almost all parents responded positively when asked to what extent their children liked school. Pupils are warm and friendly and enjoy talking about what they are doing or the things that have happened recently. Shortly before the inspection, the school took part in a Multicultural Week, for instance, and pupils in Years 1 and 2 enjoyed telling inspectors about the Mendhi patterns on their hands and older pupils talked animatedly about the masks they had made, which were proudly displayed in the hall.
7. Behaviour in the school is good. When moving around the school, pupils are sensible. They are polite and friendly, holding doors open, or helping with everyday tasks. When entering assembly, pupils are quiet, sensible and considerate. They show respect for the occasion and join in with prayers. They listen well and are pleased to offer their ideas or answer the

headteacher's questions. Pupils like helping and taking on responsibilities. They now have more opportunities to do this than at the last inspection. They help to prepare the hall for assemblies, putting out chairs or taking responsibility for organising the music. During the inspection, several pupils were busy sweeping up leaves in the playground, which they were doing very happily, to provide a safe play surface for other pupils. Pupils were very much involved in designing the markings in the playground and enjoy playing these games on a daily basis. Exclusions are a very rare. Those that have occurred recently have been appropriate.

8. Relationships are good in the school. Pupils show good respect and they are accepting of one another, showing tolerance, for instance, if a pupil has particular difficulties or is in a bad mood. As a small school, pupils know one another very well. They look after one another. Older pupils readily play with younger ones in the playground. Pupils in Years 5 and 6 join Class 2 regularly so help the younger pupils with their reading.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	101	2	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Pakistani	3	0	0
Parent / pupil preferred not to say	4	0	0

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

9. The school places good emphasis on developing pupils' moral, social and cultural understanding. Assemblies cover important issues such as hope, loneliness and homelessness. Pupils are also encouraged to remember others less fortunate than themselves and raise money for various charities. There is a clear moral code, which pupils understand and accept. Older pupils have been trained in peer mediation techniques, which is supporting social skills well. The school council also gives pupils a chance to have an impact upon life in the school. School council members take this role very seriously: for instance, they were very pleased to be consulted about the menu when the new cook was appointed. This was a good way of involving pupils in decisions that directly affect them - many pupils during the inspection said how much they enjoyed school meals.
10. Provision for cultural development has improved since the last inspection. The school arranges a good number of visits and events to broaden pupils' cultural awareness. These include a residential visit for older pupils. Some events are organised in conjunction with the local small group of schools – arts and sports events, for example. A good range of extra-curricular clubs takes place to encourage wider interests. A good range of visitors, including people who follow different faiths and cultural traditions, come into school to support their personal development. All these good opportunities enrich pupils' experience of school and help to sustain their positive attitudes.
11. Attendance is satisfactory. The school is effective in promoting good attendance and unauthorised absence is below average. Pupils' punctuality is good.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.1

Unauthorised absence	
School data	0.0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is unsatisfactory overall. This overall judgement is based largely upon the weaknesses in teaching and learning. However, there are some important strengths too. The range and number of extra-curricular activities is good for a small school. The attention given to the care and welfare of pupils is good. There are good links with parents, other schools and the community.

Teaching and learning

Teaching, learning and assessment are unsatisfactory. They are poor in the reception year and for the Year 1 pupils in the same class. In the remainder of Years 1 and Year 2, teaching and learning are satisfactory overall. In Years 3 to 6, they are unsatisfactory.

Main strengths and weaknesses

- There are serious weaknesses in the quality of teaching in the reception year and for the few Year 1 pupils in the same class.
- The proportion of good or better lessons is lower than it should be, especially in mathematics.
- Teachers need to have higher expectations of pupils and take more account of what they have already achieved when planning future work.
- Teaching assistants are effective and make a good contribution to pupils' learning and assessment, particular for pupils with special educational needs.
- Target-setting is used well in some classes, though this is not consistent.
- Steps taken to monitor teaching and provide training have not had a full impact upon pupils' learning, partly due to a high turnover in teaching staff.

Commentary

12. Teaching in Class 1 is poor. Lessons are disorganised and poorly planned. Consequently there is insufficient focus on what children will learn, based securely on the goals for children of this age. There is no clear structure to lessons or the day as a whole. Assessment is sporadic and disjointed so it cannot be used effectively to support children's learning and to help decide what children need to do next. The provision is not supporting children's standards and achievement across each of the six areas of learning. There are particular weaknesses in organising and managing whole-class activity, and sometimes even small groups. There is far too much reliance on teaching assistants, who work very hard and support children well, in difficult circumstances. Children with higher levels of attainment and those who have been in the class for more than one year are receiving a very poor quality of education. The headteacher and governors are well aware of the serious weaknesses in this provision and a substantial programme of support and monitoring has been taking place, with support from the LEA. The situation is currently being addressed as a matter of great urgency and the governors and headteacher are determined to improve the provision within the very near future. A new teacher is to take this class with effect from January 2005.
13. In the remainder of the school, there is some good teaching, most of which occurs in English. In the better lessons, teachers use questions well to check pupils' understanding, reinforce specific vocabulary, and recall key learning from the last lesson. In many lessons, teachers explain things clearly, so that pupils are very clear about what they are to do. Some teachers

use a range of good resources, most notably interactive whiteboards, which stimulate pupils' interest and involve them more in their own learning. In some lessons, activities were well planned, so that pupils had appropriate work to match their capabilities. In these effective lessons, teachers handle pupils' behaviour well and insist on good behaviour and good levels of concentration, without being overly harsh. They use humour well to cajole pupils and keep their attention. They encourage them to have a go and pupils feel comfortable about doing this, even if they come up with the wrong answer or approach at first.

14. In many of the lessons seen, these strengths were not firmly in place, leading to teaching and learning being judged satisfactory rather than good and, very occasionally, unsatisfactory. This was very much the case in mathematics lessons, where teaching is unsatisfactory and no lessons were judged good. Although teaching in English is satisfactory overall, the need to increase the proportion of good or better lessons applies to English as well as other subjects.
15. The weaker aspects of teaching relate to teachers not asking enough of pupils - their expectations are too low. In several lessons, particularly mathematics, pupils were finding work easy. Work in English and mathematics books was also at a simpler level than it should have been for some pupils, especially those who had attained above average results in the previous year's tests, or in the national tests at Year 2. Teachers are recording individual pupils' attainment levels and setting individual targets for them to reach by the end of the year in English and mathematics, but some of these are not based upon reliable information from ongoing assessments, informed by National Curriculum levels. Moreover, the planned work does not take sufficient account of these targets and pupils' capabilities, to establish the degree of challenge needed for different pupils. Shorter-term targets are set in a few classes. Pupils have a literacy and numeracy target, as well as a personal target – such as “try not to talk so much”. They like these because they have a specific point to focus on for that week or so. They are genuinely pleased when they have achieved their targets. This system is working well but is not in use throughout the school. The weaknesses in teaching are affecting overall achievement. When looking at the current work of pupils in Years 3 to 6, and how well they did in tests at the end of each year, there are too many pupils who have not made up enough ground since leaving Year 2.
16. Another weaker aspect of teaching is the general lack of pace and drive to learning. Pupils start to lose interest and this sometimes leads to restlessness. In one mathematics lesson, for instance, the first part of the lesson was slow-paced, so pupils started to fidget and lose concentration. Some pupils find that they repeat activities unnecessarily through having a series of different teachers over recent years. This applied to shape, for instance, in mathematics, where average and higher attaining pupils were becoming disinterested because they had covered it previously. On occasions, teachers do not manage pupils' behaviour effectively and ensure a productive learning atmosphere. Some approaches are overly harsh; this disturbs the positive atmosphere and pupils do not like this.
17. All pupils with special educational needs are well supported in their learning by support staff, which helps them to achieve well. Teaching assistants are effectively trained and skills are matched to the needs of individual pupils. They plan their activities alongside the teachers and often prepare their own resources to support their teaching. Pupils with special educational needs are appropriately challenged and sensitively supported in their work, so they are keen to do well and succeed. Observations in lessons show that very good relationships are sustained between adults and pupils, and pupils talk enthusiastically about their work.
18. The headteacher monitors teaching regularly. He has instigated an appropriate programme of training over recent years to lift the quality of teaching, but this has not had the opportunity to become sufficiently embedded due to a high turnover in staff. The teaching team is now more stable and the school is in a good position to re-introduce training to further improve teaching and learning.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	7	10	3	1	0

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

Note: Inspectors took account of higher than usual levels of staff anxiety on this inspection and therefore observed a lower number of lessons than would normally be the case. Additional evidence on the quality of teaching and learning was obtained through discussions with pupils and analysis of samples of written work from September 2004.

The curriculum

The curriculum is adequately broad and balanced and provision is satisfactory overall. Opportunities for enrichment throughout the school are good and accommodation and resources meet the needs of the curriculum satisfactorily.

Main strengths and weaknesses

- The Foundation Stage curriculum is poor. This has a significant detrimental impact on children's learning.
- Provision for ICT has improved significantly since the last inspection.
- Opportunities for enrichment across the curriculum are good.
- The school shows good attention to inclusion overall and provision for pupils with special educational needs is good.
- Teaching assistants are deployed very well across the school and this is having a good effect on pupils' learning.

Commentary

19. The school ensures that the basic curriculum is well planned so that all subjects are covered sufficiently across each class and year group. All subjects are given appropriate amounts of time, and balance between subjects is good, including religious education and collective worship. In all subjects the school has adopted nationally recommended schemes of work but subject co-ordinators have yet to evaluate the effectiveness of these. The use of literacy and numeracy across other subjects is yet to be developed. Pupils' personal development is given a high focus in the school and all staff ensure this is encouraged in all areas of learning and in their play.
20. The curriculum provided in the Foundation Stage is poor. Children do not have equal access to all areas of learning and spend too much of the day in one area or wandering around aimlessly. In spite of extensive support provided for this class there has been little improvement or progress made. This poor start in the reception year means children have a lot of ground to make up.
21. Provision for ICT has improved considerably, and the subject co-ordinator has worked hard to bring this about. There are now an adequate number of computers in the school to meet the needs of all pupils and a new computer suite which is used effectively. Teaching staff all have access to a whiteboard in the classrooms, which supports their teaching in all subjects. Links between ICT and other subjects are developing well.
22. Support for learning outside the school day is good. The pupils have opportunities to attend clubs such as tag rugby, football, sewing, art, chess, computers and pottery after school. Many visitors come into school to work with pupils. For example, a visiting artist worked with pupils to design two dragons made out of coloured tiles to decorate the wall in the playground. Pupils are involved in art and music festivals as well as a number of sporting activities. Recently the

whole school enjoyed Multicultural Week, which involved music, dance, drama, art and literacy. Pupils also make visits out of school to such places as the National Gallery and Year 6 pupils go on a residential visit to 'Hindleap Warren' every year. These opportunities support pupils' personal development well.

23. Provision for pupils with special educational needs is good. There is a clear process of diagnosis by the co-ordinators and an effective programme of work is put in place to support their learning. Targets are regularly monitored and reviewed and resources are used well to support learning. All targets promote good learning by this group of pupils. Good emphasis is placed on the inclusion of all pupils in the school and the need to provide equal opportunities for all across the curriculum. This is effective in almost all classes apart from the mixed reception and Year 1 class, where the few Year 1 pupils do not receive a suitable curriculum. Teaching assistants are deployed very effectively across the school to target individual pupils who have been identified as requiring additional support and this is having a good effect on their learning. Staff supporting pupils with special educational needs are actively involved in the planning of activities and preparing their own resources. They have a positive impact on the learning and progress made by these pupils.

Care, guidance and support

There are good arrangements for the care, welfare, health and safety of pupils. Pupils receive satisfactory support, advice and guidance. The involvement of pupils in the life and work of the school is very good.

Main strengths and weaknesses

- Pupils receive good general support and guidance but the academic monitoring is not strong enough.
- There are very good methods to seek and act upon pupils' views through surveys and a very effective school council.
- The school has very good child protection procedures which ensure that any issues are quickly detected and acted upon.
- Most pupils have good and trusting relationships with their teachers and other staff.
- The good induction process ensures that new pupils are well known to staff and familiar with the school before entry.
- Arrangements for risk assessment are unsatisfactory.

Commentary

24. Since the last inspection a great deal has been done to improve the school buildings and the security of the site. The grounds are maintained by the local education authority, which also checks the safety of the large trees on the site. The buildings are regularly checked by the premises committee and small repairs are quickly completed by one of the governors. Proposed sites for school visits are checked by teachers but there is no formal system for risk assessment. Child protection procedures are very good with recent training for school governors as well as teaching and support staff. When required the school liaises well with other relevant agencies such as social services and the local education authority behaviour support team. There are good procedures for the control of medicines and several members of staff are trained in first-aid. Very good hot lunches are produced by the school's own staff and greatly appreciated by the pupils.
25. Most children enter the school from the village pre-school unit where good links aid the induction process. There are three afternoons for the children to visit the school and familiarise themselves with their new environment. Parents attend an evening meeting with the headteacher, class staff and a member of the parent teacher association. Home visits are made by the class teacher and teaching assistant. The information provided to parents ensures that they are able to confidently support the entry of their child into the school.

26. Pastoral care overall is good and pupils are well known to staff members. There are good relationships between staff and pupils, who are confident that there is an adult they can go to with a problem. The school has recently updated its programme for personal, social and health education. There are specific lessons called circle time, when pupils discuss issues concerning them, while other aspects such as developing pupils' independence are integrated into other activities. Pupils with special educational needs receive good support. The school does not place sufficient emphasis on pupils' academic welfare and make sure pupils progress well as they move through the school. Procedures for assessing pupils and monitoring their ongoing progress are not effective and consistent, and underachievement has not been tackled rigorously enough.
27. Pupils' views are gained informally by staff and through pupil surveys. There is also a very effective school council, which meets every two weeks to discuss matters of concern to pupils or respond to issues where the school seeks their input. Elected school councillors gauge the views of their class and record them in their meeting books. After each meeting the results are fed back to their respective class. Pupils proudly explained the importance of the council and how they had influenced such varied items as playground facilities and the lunchtime menu when a new cook was appointed. This is a very good aspect of the school's work, which is contributing well to pupils' sense of responsibility and citizenship.

Partnership with parents, other school and the community

The school has good links with parents, other schools and the community.

Main strengths and weaknesses

- Very good links with local businesses provide financial support and enhance pupils' personal development and self-confidence.
- Many parents are actively involved supporting pupils in school and the parent teacher association raises significant funds for their benefit.
- Pupils and staff benefit from the good links with local small primary schools.

Commentary

28. Most parents are supportive of the school and believe that their children are happy and progressing well. They are well informed about their children's progress and feel welcomed into the school. A number of volunteers support pupils' education in class and run after-school clubs. There is a very active parent teacher association which raises significant amounts of money and involves parents in the social life of the school. Annual pupil reports provide parents with a comprehensive view of their child's progress, and they also receive information about the curriculum. The school runs special evenings when where parents learn about subjects such as literacy and numeracy, enabling them to support their child's learning at home. Parents feel well informed about activities in school through the monthly newsletters. The school prospectus and governors' annual report provide existing and prospective parents with a great deal of useful information about the school. However, some minor omissions have been omitted from both.
29. The school works closely with the village pre-school group and there are strong links with other small local primary schools. This enables pupils to interact with larger groups and develop their self-confidence and social skills. In addition, the schools run joint training days for staff such as the recent training in child protection, for teachers, support staff and school governors. There are good links with the main local secondary schools which aid pupils' transfer. There are visits by teachers from the boys' secondary school, who run science evenings and take mathematics lessons.
30. The school has very strong links with local businesses that fund facilities such as the networking of the school's computers. Pupils' personal development is enhanced by their

involvement in a competition to build and race a kit car and by the use of the conference facilities of a management institute for project meetings. The village church is used for the main services and the vicar visits the school three times a term to take assemblies. The school is in the early stages of developing links with a nearby mosque to extend pupils' experience of other cultures. The opportunities for sport are enhanced by subsidised coaching provided by the leisure centre in football, tennis and other activities. All these good links help to broaden pupils' opportunities and support their enjoyment of school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher and deputy headteacher provide satisfactory leadership. Governance and management are satisfactory. Governors meet most statutory requirements: they have not identified named governors for literacy and numeracy and a few items are missing from the annual governors' report and prospectus. A high staff turnover has hindered developments over recent years and affected subject leadership, which is unsatisfactory.

Main strengths and weaknesses

- Provision for special educational needs is well co-ordinated and consequently pupils with special needs achieve well.
- Tracking systems are not used well by the senior management team or teaching staff, so pupils' achievement is not being monitored sufficiently.
- The headteacher has had a clear impact on changing the school culture and improving the ethos and learning environment in the school since taking up his post four years ago.
- The subject leaders do not have sufficient impact on standards and achievement in their subjects.
- There is a strong commitment to being an inclusive school.
- Financial management is effective and thorough.

Commentary

31. Since taking up his post four years ago, the headteacher has worked hard to improve the ethos and culture of the school. There has been a high turnover of staff that has impeded progress, but the appointment of a new deputy headteacher has helped to bring some stability and there is now more commitment to working as a team within the school. There is a welcoming ethos in the school and governors, parents and pupils all speak warmly of the trust and respect that are evident within the learning environment.
32. The commitment to inclusive provision is very evident. All teaching assistants have been carefully targeted towards key groups of pupils with the most need and they provide good support for these pupils. As a result pupils with special educational needs and lower attaining pupils achieve well. In addition, pupils who have been identified as slightly below average in reading, for example, are receiving additional support to help them catch up. The headteacher and two other members of staff co-ordinate the special needs provision in the school and there is a good process established for identifying these pupils and setting clear targets for improvement. All individual education plans are reviewed regularly by parents, staff and the pupils themselves. Systems are well organised and work well for the benefit of pupils with special educational needs. Higher attaining pupils are less well catered for and are not achieving as well.
33. The school development plan is clear and has appropriate priorities for improvement. These focus well on pupils' standards and achievement, and governors and staff are familiar with them. However, it is not clear who takes responsibility for each priority area, monitors progress and evaluates success. The poor provision in the foundation stage, however, is being addressed urgently by the governors and senior management team. They are doing all they can to support, monitor and resolve the situation as quickly as possible.

34. There are clear tracking systems in place but these are not fully understood by all teachers and are not used effectively by subject co-ordinators and the senior management team. Although targets are set for all pupils there is a lack of understanding about what pupils should actually achieve by the end of the year and what needs to be done week by week, when planning pupils' learning, to ensure this happens. In some cases, the targets set are too ambitious and unrealistic.
35. The role of the subject leader has not been developed sufficiently well in the school. The turnover of staff has impeded this to some extent. Although each co-ordinator has a comprehensive file containing schemes of work and planning they are not being given the time or support to monitor their subject in any depth. Their knowledge of how pupils are achieving and the standards they reach is therefore limited. The subject co-ordinators' monitoring of core subjects across the school is not at all robust. Leadership of ICT is more focused and the co-ordinator manages this subject well.
36. Governors have developed their role well over the last two years or so and are much more involved in the school's work than in the past. They have benefited from training to help them in their role as a critical friend. Governors have a generally good awareness of the school's main strengths and weaknesses, and how the school performs in comparison with other schools. The omissions in the governors' annual report and prospectus are minor, and are not having a detrimental effect on pupils' achievement.
37. The headteacher manages the budget carefully and reports regularly to the governing body. Financial arrangements are efficient and the bursar plays an important role in this procedure. Careful planning helps the school to achieve its priorities and the school gives satisfactory regard to the principles of best value.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	357860
Total expenditure	345050
Expenditure per pupil	3108

Balances (£)	
Balance from previous year	16,628
Balance carried forward to the next	29,438

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Teaching and learning in the Foundation Stage are poor. There are major weaknesses in several aspects of teaching.
- The teaching assistants in this class work very hard and give good support to all children.
- Assessment procedures are weak and therefore it is unclear how well children are learning and what they need to do to improve.

Commentary

38. Children do not receive a good enough start to their education. In the last inspection provision was good but it has declined substantially. The co-ordinator was on maternity leave during the inspection, so there was insufficient evidence to make a secure judgement on the current quality of leadership and management. However, the current weaknesses are well known to the senior management team and are being tackled and addressed with urgency.
39. Children enter the reception class in the year in which they become five years old. The youngest children remain part time until the spring term. There are currently twenty-three children in the class and thirteen of them attend part time. There are also three younger Year 1 pupils in this class. On balance, attainment on entry is usually about average. However, the majority of the children this year started school with levels of attainment above that expected for this age group. Most of the children have some pre-school experience before they start school. There is a good induction programme for both children and parents to ensure that they understand the curriculum being offered and the general routines of the day.
40. The teaching in the foundation stage lacks focus and expectations are far too low. Teaching is not based on a secure knowledge of the curriculum for children of this age. Although there is an appropriate long term plan in place, medium term plans and daily plans do not reflect this. As a result, there is no clear structure or purpose to the day. Children spend too much time wandering aimlessly around the room for long periods of time on one activity with no focused supervision or support. In the short period of time that the teacher spends with the whole class, behaviour management is poor and, as a result, the children lose interest and their attention wanders. The teacher's questioning skills are weak and children's speaking skills are not developed. They therefore become disruptive.
41. Individual children who need particular help and support are well cared for through additional adult support. The teaching assistants work very hard in this class and are effective. The teacher however, relies too heavily on these adults to plan and prepare activities and manage groups of children for long periods of time. They do not receive enough guidance and information, so largely plan their own activities, decide how they are going to approach these and prepare their own resources. When children are working with these adults they are more focused on learning and make progress.
42. One teaching assistant makes regular and effective observations of children's learning. These are given to the teacher but they are not recorded satisfactorily or used constructively to inform future planning. There are no records of what children can do or what they need to do to improve. It is impossible to gauge how much progress each child is towards achieving the goals for children of this age in each of the six areas of learning. As a result of the weak planning and assessment procedures, poor teaching and lack of recorded evidence it is not possible to make a secure overall judgement on the attainment and achievement of these children.

43. Children's **personal and social development** is encouraged through daily routines. At the beginning of the day children collect their name and put their book bag and snack in their drawer. Children are polite and friendly towards adults and other children. They show caring attitudes towards others in the class. Many are happy to talk confidently about what they are doing and share their ideas and thoughts. All children play confidently together outside in the play house, share resources and take turns. In **communication, language and literacy**, children enjoy listening to stories such as 'The Playground Snake' and looking at story books by themselves. All children take a story book home regularly to share with their family. One small group, led by a teaching assistant, made a huge playground snake out of paper and took it for a snake walk round the playground. They could describe where they had been and what they had passed. Evidence on the wall suggests that children are beginning to write basic sounds and follow patterns with some control. Wall displays for **mathematical development** show that the children are aware of measurement and have compared their height with the rest of the class. They sing number rhymes and songs and most of them can count to twenty. A few can count beyond this.
44. The children have recently been on a 'senses' walk in the playground and can talk about what they found. This is contributing to their **knowledge and understanding of the world**. Displays show that they can identify parts of their face and compare eye colours, as part of the 'ourselves' topic. Children use a computer program to play word games and paint pictures. They work with teaching assistants to print patterns, use ferns to make the feathers of the 'Rainbow Bird' and paint a life-sized picture of themselves. This encourages their **creative development**. In their **physical development**, most children have good cutting skills and are confident when using the large equipment in the outside play area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory** overall.

Main strengths and weaknesses

- Pupils underachieve in writing between Years 3 to 6.
- Some effective strategies are in place to support pupils whose reading standards are below average and help them to make up ground.
- The majority of good lessons seen were in English, but there is some way to go before teaching is consistently good.
- Teaching assistants provide effective support for lower attaining pupils and those with special educational needs.
- Leadership of English is unsatisfactory.

Commentary

45. In the 2004 national tests, performance at Year 2 was well above average in reading and above average in writing. Over half of the pupils attained the higher Level 3 in reading and a good number almost reached it in writing. About a third of the pupils who did well in the reading and writing tests have since left the school so the current Year 3 group is not quite as able as these results would suggest. Nevertheless there are pupils throughout Years 3 to 6 who are not building sufficiently well upon their prior attainment - particularly higher attaining pupils. This is due to several reasons: their progress is not monitored effectively, teachers do not use ongoing assessments, or end-of-year assessments, well enough to help pupils move on in their learning; and teaching does not always expect enough of pupils.
46. The underachievement is reflected in the national test results at Year 6. In 2004, performance was well below the national average and well below the average of schools that had similar

attainment four years ago, when pupils were at the end of Year 2. English results have shown a steady decline over the last four years at Year 6. The senior staff have been aware of this and have taken some appropriate steps to improve this weakness. These have addressed reading weaknesses more successfully than writing. One successful strategy has been through targeting individual pupils who have weaker skills in reading, and giving them regular additional support. Separate reading sessions are also organised in each class, where teachers focus specifically on reading skills. Some effective sessions were observed during the inspection. Older pupils are visiting Class 1 regularly to help younger pupils read and stimulate their interest in books. These strategies are proving successful and are helping to raise the profile of reading and lift achievement.

47. Standards by Year 2 are average in reading, writing, speaking and listening. Pupils achieve satisfactorily in Years 1 and 2 overall. This class has had a number of different teachers since the beginning of September and the pace and depth of pupils' learning have varied between good and unsatisfactory. The Year 1 pupils in the mixed reception and Year 1 class are not making enough progress, particularly in writing.
48. At Year 6, standards in English are below average. This year group has a high proportion of pupils with special educational needs, many of whom are making satisfactory and sometimes good progress. Overall, however, pupils' achievement is unsatisfactory between Years 3 and 6. This applies particularly to writing.
49. Teaching is satisfactory overall. Where teaching is good, teachers plan activities carefully, ensuring that pupils have tasks that are well matched to the attainment range in the class. In a Year 5 and 6 lesson, for instance, the teacher gave pupils a range of support sheets to help all pupils work at the right level, so they could understand a difficult text. Teachers often use questions well, to focus pupils' thinking and encourage participation. In a Year 3 and 4 lesson, the teacher had prepared resources well to help them write, and they worked hard and achieved a lot in the time available. Imaginative resources and techniques were also used well in a Year 1 and 2 lesson, to help capture pupils' imagination and prompt ideas before they tackled their writing. Some good reading sessions were observed during the inspection, when teachers used a helpful range of strategies to support pupils' reading skills. However, scrutiny of pupils' books shows that they do not do enough writing as they move through the school. Sometimes, teaching does set appropriately high expectations. Teaching provides pupils with adequate opportunities to write for a range of purposes, including tasks that require pupils to produce extended writing. However, books show many pupils do not have enough demands placed upon them and work at a slow pace. Some pupils who have more than one teacher encounter a marked inconsistency in expectations, sometimes having to produce a good amount of writing and at other times a limited amount. This is not supporting steady progress.
50. Leadership and management of English are unsatisfactory. The co-ordinator does not have sufficient impact on the pupils' standards and achievement across the school. There has been insufficient training for this role. Improvement since the last inspection has been unsatisfactory.

Language and literacy across the curriculum

51. Provision for language and literacy across the curriculum is satisfactory. Pupils in Years 1 and 2 read stories to help them learn about different parts of the country, such as Scotland. They write birthday cards in religious education and special prayers for harvest. Between Years 3 and 6, pupils have some opportunities to write in other subjects, such as history, science and religious education. There are some good examples of open-ended writing, such as the work in Years 3 and 4 when pupils write about Abraham giving Isaac to God. However, good examples such as this are not occurring on a regular enough basis. Subjects other than English could be making a more substantial contribution to developing pupils' language and literacy skills, including speaking and listening.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Teaching is unsatisfactory overall, particularly in Years 3 to 6.
- There is insufficient recorded work in pupils' books in Years 3 to 6 to indicate how much progress has been made.
- Levels and targets set for these pupils are not high enough in comparison with the national expectations for pupils in each year group.
- The subject is not being currently led by a subject co-ordinator and therefore there is no one person who is monitoring standards and achievement in the school.

Commentary

52. Standards are average in Year 2. Pupils achieve satisfactorily in the Year 1 and 2 class, where teaching is satisfactory. Tasks are clearly differentiated according to pupils' capabilities. Whilst some pupils are beginning to understand the basic rules of tens and units, higher attaining pupils are applying this knowledge in simple mathematical calculations. Pupils with special educational needs in this class are well supported by a teaching assistant. The few Year 1 pupils in the mixed reception and Year 1 class are not receiving adequate provision. Their work does not match the work of the remaining Year 1 pupils in the school and they are at a disadvantage.
53. Standards are below average by Year 6 and achievement is unsatisfactory. There is insufficient recorded work in books to show clear progression of skills and pupils do the same work irrespective of their attainment levels and capabilities. Teachers' expectations are too low - some work is unfinished and unmarked. Much of the work scrutinised indicates pupils are working at levels below their capability. This is particularly so with the higher attaining pupils, who are not being stretched or challenged in their learning on a consistent basis. In lessons the teaching is often slow in pace and lacks any real challenge. In one lesson the teacher's knowledge was insecure and this led to confusion; consequently little learning took place. In the one good lesson observed, pupils were interested and keen to discuss how to identify the properties of a quadrilateral and drew them accurately, applying their knowledge of sides and angles. The lower attaining pupils were supported very well in their learning by teaching assistants, and pupils with special educational needs made good progress. All teaching staff used the interactive whiteboards effectively to support their teaching.
54. All pupils have a mathematics target set once a term which is displayed and referred to at frequent intervals. There is a very clear tracking system used in the school whereby pupils are targeted to achieve an agreed level by the end of the year. In the majority of cases these targets are far too low in comparison with the level they achieved by the end of Year 2. This is particularly evident for the higher attaining pupils, who can do much better than is expected of them. There is a lack of understanding by the teaching staff and senior management team of what pupils should be achieving by the end of each year.
55. There is a comprehensive co-ordinator file which outlines schemes of work and planning. The subject, however, is not currently being led by any one person and therefore the low standards and achievement in the subject are not being tracked and reviewed regularly. Leadership and management are unsatisfactory. Although this is a priority in the school development plan, no one person has responsibility for this key priority and taken clear action. Provision in mathematics has declined since the last inspection.

Mathematics across the curriculum

56. Pupils use measurement, graphs and charts in science to present findings and results. They use mathematics when doing data handling in ICT. Year 2 pupils have looked at the use of straight lines when working in the style of Mondrian. Although these are some examples of

pupils using mathematics in other subjects, planned opportunities are generally limited and this aspect of provision is unsatisfactory.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Pupils do not achieve satisfactorily between Years 3 and 6.
- Analysis of work shows inconsistencies in teachers' expectations.
- There are insufficient opportunities for pupils to develop adequate skills in investigation and experimentation by Year 6.

Commentary

57. Teachers' assessments in science at the end of Year 2 in 2004 were average. In the current Year 2, standards are also average. Pupils achieve satisfactorily in Years 1 and 2, overall, though there is a mismatch between the work covered by Year 1 pupils in each class.
58. In the lesson seen in Years 1 and 2, teaching was satisfactory. Pupils had well organised resources to make observations about batteries and use the materials available to make a bulb light up. They considered everyday things in their own homes that worked from electricity and learned some scientific vocabulary, such as positive and negative, battery holder and crocodile clip. Analysis of pupils' work shows satisfactory teaching, with a generally appropriate range of activities for this age.
59. Standards are below average by Year 6 and pupils' achievement is unsatisfactory. In Years 3 to 6, pupils cover a suitable range of curriculum topics, although analysis of their work shows limited opportunities for pupils to develop their investigative and experimental skills. The lesson seen on this aspect was good. Pupils in Years 5 and 6 were learning at a good pace and making clear gains in learning subject-specific vocabulary. They were learning how to structure an investigation based on separating salt and sand, through using filtration and evaporation. However, the teacher had to lead their thinking because they had not had very much experience of designing and organising their own experiments in previous years.
60. Books show pupils are acquiring some knowledge of key scientific principles and related vocabulary. In Year 4 and 5, they learn terms associated with pollination and plant life cycles, for example. In Year 5 and 6, they explore different types of force and how forces act on objects. Although teaching and learning are satisfactory overall in the school, there are some inconsistencies. Teaching does not always expect enough of pupils. Some work, in Year 3 and 4, for example, is more typical of younger pupils' standards. There is some evidence of teachers accepting messy work and inaccurate diagrams – such as the graphs showing sunrise and sunset times in Year 4.
61. Leadership and management of science are unsatisfactory. The role does not have sufficient focus on monitoring the quality of provision, establishing a secure knowledge of the main strengths and weaknesses in the subject, and influencing change and improvement. There has been unsatisfactory improvement in expanding opportunities for pupils to take part in investigative and experimental science since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- There has been good improvement in planning for ICT across the school and assessing pupils' progress and attainment.
- Computers and other ICT resources are often used effectively to help pupils learn.
- The subject co-ordinator manages the subject well and gives good support across the school.
- ICT is used well to support other subjects across the curriculum.

Commentary

62. ICT has been given a high priority in the last year or two and considerable financial resources have been provided for training and resources to meet the requirements of the curriculum. Improvement since the last inspection is good. There are now laptop computers in every classroom and ten computers in the computer suite. Every teacher has access to a whiteboard to support teaching in all areas of the curriculum. These were seen being used to good effect in some lessons. A network has been installed and up-to-date software purchased to support most areas of the curriculum. Planning for progression is now clearly presented and, at the end of each unit of work, teachers evaluate pupils' achievements and identify further skills to be covered. As a result attainment is average and achievement is satisfactory across the school. The school is in a good position for pupils' achievement to improve further.
63. All staff are competent in ICT skills, particularly in using the whiteboards in the classrooms. They plan ICT lessons very carefully. All pupils are timetabled to use the suite once a week but have to be taught in three groups of ten pupils. While the teacher remains in the classroom, the pupils are taught by a teaching assistant who is timetabled for this purpose across the school. Teaching and learning in Years 1 to 6 are satisfactory. The teaching assistant is confident in her approach, prepares her lessons and resources very well and provides very good support to individual pupils. All support staff are enthusiastic about using ICT to support learning. It is used particularly effectively to support pupils with special educational needs, helping them to work at an individual level and make good progress.
64. The subject is led and managed well. Although the subject co-ordinator does not have opportunities to monitor teaching and learning in her subject across the school, she provides good support for all staff of the school. She is very aware of the strengths and weaknesses in her subject and has a clear plan of action for improvement and development.

Information and communication technology across the curriculum

65. ICT is used well across the curriculum. Pupils in Year 2 have conducted a survey of cars in the car park and recorded their findings using computers. Year 4 and 5 pupils have taken a piece of text from 'The Iron Man' and changed the focus of the story using word processing. In science Year 6 pupils have conducted a survey on how much water is used in different parts of the school and have downloaded pictures for the front cover of their topic on Greece in geography and history. Pupils in Years 3 and 4 search the internet for information on the Romans, in preparation for their visit to the Roman site in Fishbourne.

HUMANITIES

There were insufficient observations of teaching in religious education during the inspection to make a secure judgement on provision, so this subject is sampled. History and geography were not inspected.

66. In **religious education**, planning and work on display show an appropriate balance of curriculum topics are covered as pupils move through the school. In Years 1 and 2, pupils learn about special celebrations in their family lives, such as birthdays and weddings. They learn about Christian festivals such as harvest and write their own harvest prayers, thanking God for things they appreciate in their own lives. As they move through the school, pupils develop knowledge of religious stories from the Bible, such as Jesus calling his disciples and

visiting the synagogue. Pupils learn about pilgrimage, and the underlying reasons why people go on pilgrimages to special places such as Lourdes. Pupils are becoming familiar with aspects of other faiths, such as Judaism, Hinduism and Islam, considering different leaders and what makes a leader. Older pupils in Years 5 and 6 devised some searching questions when they interviewed Father Nick. In this class, there is a good record of pupils' work, which covers both learning about religion and encouraging pupils' own personal responses and reflections alongside this.

67. In the satisfactory lesson observed, the teacher encouraged pupils to consider what a good person would be. Pupils were encouraged to work in groups to consider the teachings of Guru Nanak, and how these could be applied to families, schools and the whole world. Some pupils responded well to their tasks whilst others were a little unfocused and did not take them seriously enough to learn from them. Pupils with special educational needs received good support from a teaching assistant, who persevered with patience and encouraged the pupils with whom she was working to take part and contribute.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was sampled. Physical education and music were not inspected.

68. No lessons were observed in **art and design**. It is evident, however, from looking at teachers' planning, the art portfolio and displays on the walls that there is good emphasis on art and design. Pupils in Year 1 and 2 use pastels for observational drawings of fruit and vegetables. These show good attention to detail. As pupils move through the school, they encounter a good range of media and materials, including watercolours on papyrus, using chalks in the style of Monet and creating Aboriginal designs, looking specifically at colour, pattern and symbol. Displays show that the teaching of art supports many other areas of the curriculum as well as enhancing the environment. There is a good focus on art from a variety of cultures, to broaden pupils' awareness of different styles and traditions. From talking to pupils, it is clear that they thoroughly enjoy the subject. For many it was their favourite subject of all. Most of them mentioned the exciting Multicultural Week, when they made African masks and pictures inspired by African rock paintings, using colour wash and simple line drawings. Pupils in Years 3 and 4 very much enjoyed making 'dreamcatchers' from American Indian folklore. They were proud of their achievements and very keen to talk about what happened to different dreams when they were caught in dreamcatchers. Art and design makes a good contribution to pupils' spiritual and cultural development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

69. In the satisfactory lesson seen in Years 1 and 2, the teacher had prepared a selection of healthy and unhealthy foods to prompt pupils to think about the effects of eating different foods on their health. Pupils were quite restless but the teacher worked patiently and successfully to gain their attention and quieten them down. Several pupils were happy to contribute ideas: for example "If you eat too many sweet foods, you might have to go to the dentist for a filling." A series of cards with pictures of food on them were distributed, for pupils to consider. Some of these were a confusing for them because not all pupils were familiar with all the foods – such as fromage frais – and with others, pupils were not sure whether pizza, for example, was healthy or unhealthy.
70. The deputy headteacher has worked hard to develop a personal, social, health and citizenship education programme for the school. There is a very clear policy document which provides a good basis for teaching. The co-ordinator has also provides detailed plans for each class, to provide further support for teachers. A range of visitors comes into school to enhance pupils' learning – the police visited the school as part of the 'people who help us' topic, and focused on helping pupils to prepare for times when they might have to make difficult decisions. The school also benefits from parents with particular skills and experience. A parent who is a nurse

visited, for instance, to teach pupils basic first-aid techniques and how to phone for help in an emergency. Opportunities such as the residential trip for Year 6 pupils are used to develop leadership and co-operative skills. The recent work on mediation with Year 6 pupils has also developed their interpersonal skills and given them useful strategies for their future lives. The school enables pupils to be involved in community events, such as Horsham Junior Citizen. This, as well as activities associated with the school council, supports inclusion and encourages pupils to contribute positively to their school community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	4

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